DOCUMENT RESUME

ED 118 574 SP 009 875

TITLE	Proceedings [of the] Sixty Fourth Annual Meeting [of the] College Physical Education Association.
INSTITUTION	American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	Dec 60
NOTE	243p.; Proceedings of the Annual Meeting of the College Physical Education Association (64th, Washington, D.C., December 27-30, 1960)
AVAILABLE FROM	American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Athletics; College Role; *Facility Planning; Facility Utilization Research; *Intercollegiate Programs; *Intramural Athletic Programs; *Physical Education; Physical Fitness; Professional Training; Swimming; *Teacher Education

ABSTRACT

This document contains the proceedings of the December 1960 Annual Meeting of the National College Physical Education Association for Men (NCPEAM). In addition to the special addresses given at the meeting, the proceedings contain speeches on the following topics: (1) intercollegiate athletics, (2) teacher education, (3) basic instruction, (4) intramural athletics, (5) research, and (6) facilities. The teacher education section includes papers on the following topics: state role in health and physical education teacher preparation; the role of private and public universities in physical education professional preparation; and intern programs for teachers. Also included are the president's report, financial reports, minutes from the previous meeting, and reports from the standing committees, continuing committes, joint committees, and the president's committees. The constitution of the NCPEAM and membership information complete this document. (CD)

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64th

Proceedings
Annual Meeting
Dec. 27-30, 1960
Washington, D. C.

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Washington, D. C.

college physical education association

Published 1961 by the
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
A Department of the National Education Association

1201 Sixteenth St., N.W.
Washington 6, D.C.

$2.00

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President's Address
1960

IMAGES OF THE FUTURE IN PHYSICAL EDUCATION

Raymond A. Snyder
University of California, Los Angeles

The history of physical education is conceived as a series of crises where the profession has made narrow escapes by side-stepping one booby trap after another. We have muddled through and are aware, more than ever before, of our predicament. Perhaps, man achieves some measure of creativeness and understanding by facing crises. Did it not take the Civil War to provide us with the towering genius of Lincoln? The emphasis in this presentation, however, is not upon the crises of our profession. Rather, the emphasis is directed to the potentialities of physical education which in and through the crises of the present and the future may find new fulfillment. To chart the course physical education should take in the future, it is necessary to identify and study the major factors and forces operating in the society.

The first great force we will have to reckon with is the struggle between communism and democracy. Communism is advancing, and beyond Russia is the potentially greater force of Red China. Khrushchev said, "We are already ahead in some fields; in the others we will catch up, wave and pass you by." Some believe that the final battle between democracy and communism will be waged in the classroom. Under such conditions all aspects of higher education will be reviewed and evaluated. Physical educators are facing a severe trial. We are being removed from the protection of the ivory tower and placed on the firing line where we will remain for some time. We need to take inventory of ourselves, understand what is wanted of us and be prepared to meet some very exacting demands.

The second great force, and one closely related to the first, started with Sputnik and was followed by the sharp thrusts into outer space. The central fact of this phenomenon is the explosion of human knowledge and the staggering rate at which knowledge is expanding. Our world is extending to include ever widening parts of the universe. The cultural, economic and political by-products of this development are creating for society new and uncharted dimensions of thought and activity. Can we in physical education develop the philosophy and curricular patterns geared to the realities of this age rather than to the problems of a past generation?

The third great force we shall face in physical education is the growth of world population including the growth in the United States. This growth is so great that it threatens to outrun our total resources. The sheer number of people to be educated presents a challenge to physical education. At present more than 40 million students are in schools and colleges in the United States. Of this number more than three million are enrolled in higher education. It is estimated that by 1965 there will be 12 million persons aged 18-21. If the 1958 proportion (35.6%) of this projected age group were degree-credit students in 1965, there would be a total of over 4.3 million enrolled, about one million more than in 1958. It has been estimated that this number may reach six or seven million by 1970. Can we provide for both quantity and quality in physical education?

The fourth great force which will bear heavily upon our profession is the increasing amounts of leisure time. In the near future you will find the 30 hour-work week with four days of work and a three day weekend. Approximately 54 more hours of leisure will be provided than was enjoyed in 1844. We have barely scratched the surface of automation and already all kinds of machines, including "thinking machines" are reducing the need for physical work. With this we are losing much of the creativeness formerly found in our work. Everyone will need to be prepared to live with a degree of leisure unknown to any human culture. Mental illness is our number one health problem and more leisure may be created than the human organism is able to tolerate. The profession of physical education can contribute immeasurably to developing a culture which does not depend upon work to give meaning to our lives. It is believed that this force will have a greater influence on all aspects of education than even the development of Sputnik and the thrusts into outer space.

The above forces will influence everything that is done in higher education in the decades ahead. Some members of our profession are quite pessimistic about the future. Others feel that we are at the crossroads and that we may go down to dismal defeat. This will never happen. Physical education was going on long before mankind ever heard of art, music, theology, mathematics, philosophy, even before Conant, Rickover and Eastor. Physical education, in meeting human needs, will continue and grow in stature and scholarly distinction and eventually become a pre-eminent profession.

To bring this about we cannot validate and justify the slow, plodding, snail-pace of past efforts. We cannot continue with contradictory procedures, a jumble of expedients and compromises. We cannot hope that time will, by public generosity and by some fortuitous concourse of events, put together the ideal components of our great profession. We must make a clean-cut break with the past while preserving and enlarging upon that which has proved its value. We will have to serve with incisiveness all that which can be identified as deceptive solutions. In doing this we need not struggle to set aright the years and their attendant obsolescences. Rather, we need to face the future boldly and take the following steps, among others, to achieve the potentialities of physical education.

New Levels Of Excellence In Interpretation. All of higher education is being critically examined to determine what should be deleted, what should be preserved and strengthened and what should be added. Efforts are being made to determine clearly the dominant role of higher education and the identification of the branches of knowledge essential in performing this role. As such, physical education will have to develop a substantial subject matter of its own which may be closely related to, but distinct from, the other disciplines. In developing our subject matter we will have to overcome the traditional separation of mind and body and see man as an integrated personality interacting in an environment. From the study of man in his setting scientific facts, principles and generalizations will emerge which become the foundations of our discipline.

Our profession is not in agreement in relation to our dominant purpose or in relation to what elements make our discipline distinct from the other disciplines. It is believed that our unique and distinct avenue for making our contribution is in the area of human movement. If this is true, then our discipline is the sequential arrangement of a body of knowledge concerned with the art and science of the human movement selected to achieve our objectives. Certainly, the term "physical education" will have to be changed for we make many contributions beyond the physical aspects of development. Recently, it was indicated in one of our professional journals that our unique contribution was physical fitness. To me, putting all our eggs in the basket of physical fitness is an admission of the separation of mind and body. One thing we can be certain of in the future is that the intellectual aspects of development will be stressed in all of higher education.

It is hoped that the interpretation committee of this Association will be continued until general agreements are reached. We need a greater degree of unity in making accurate and effective interpretations. This interpretation will not describe physical education as activities and the other technical aspects but as the theory and principles of the art and science of movement. To achieve integrity of educational purpose the interpretation will have to be forthright, scientifically accurate, and intellectually oriented.

New Levels of Excellence In Research. Closely allied to the problem of interpretation is the need for research in physical education. A physician stood before the Academic Senate of a large university recently and said, "There is no tangible evidence available which indicates that physical education improves the health of students." This is only used as an example to indicate the need for understanding concerning what happens to students in our programs. To what degree, qualitatively and quantitatively are we meeting the needs of children, youth and adults? We need to advance the knowledge of our profession and carry over to our publics fresh and exciting points of view. This can be accomplished with the original ideas of scholars produced in an atmosphere where creation adn communication are developed.

The future will see an emphasis given to both "basic" research and "applied" research. Basic research is the scientific inquiry in which the primary aim is greater knowledge or understanding of physical education. The purpose of this research is to enrich man's life by increasing the understanding of man and nature. The purpose of "applied" research is to increase man's control over his environment. It is important to recognize that both types of research are essential in the pursuit of excellence. Strict physiological research is of vital importance but all types of research are needed. One of the exciting trends is the development of research in the behaviorial sciences. Such research will provide new insights into motivation and learning. In the future, special attention should be given to research related to human performance, as well as, to historial and philosophical research.

New Levels Of Excellence In Communication. After developing the research to interpret our program scientifically, the next step is to improve our skill in communication. The matter of inadequate communication among physical educators is not solely a space age problem. It is more evident today, possibly, because of new terminology and a greater variety of communication media. Presently, we are not doing enough reading and, in many ways, do not speak and write with clarity. A dean of an Eastern law school indicated, "The inability of college graduates who come to us to read and write is a malady of epidemic proportions."(1)

The effective use of language is the hallmark of the intelligent person and the mantle of our profession. Some members in this room have indicated their concern with "word-fests" at some of the meetings. Some have indicated that more effective communication takes place in hotel rooms, the hallways, and the coffee shops. This is a serious problem for we not only misunderstand each other but suffer profesional embarrassment when we try to interpret our profession to other academic colleagues. For the future, we will have to achieve excellence in the quality and character of relationships with our various publics. We need to achieve a thoughtful, critical, and penetrating analysis of all aspects of communication. Certainly our programs afford the most lasting type of effective communication, if they are good. In our verbal communication we should develop a sense of purpose and cause, make our language expressive and challenging, and finally, carefully select the words our audience will understand.

New Levels Of Excellence In Professional Preparation. The best way to meet the challenges of the future is through the preparation of our teachers. With the exacting pressures exerted by the academic disciplines, our program will have to be characterized by quality as well as quantity. The stage was set by our national conferences for the development of outstanding programs on both the undergraduate and graduate levels. Since these conferences, the roles of teachers have been defined and the competencies needed to perform these roles have been identified. The high standards approach to teacher supply is underway and the professional standards movement is doing much to make teaching a stabilized pre-eminent profession. Enough information and know-how are available to support the highest standards. With these developments, it is not only pitiful but unethical that we are moving so slowly. We cannot afford the luxury of lagging behind the times.

In making our blueprint for tomorrow, we should be sure that it will mirror not so much what we are doing but what we should be doing. The future will see the fifth-year program as a minimum requirement in all the states. Our Prospective teachers will receive a broad general or liberal education equal in both scope and depth to that represented by the liberal arts degree. The gap between liberal and professional education will be bridged by replacing the proliferated undergraduate professional courses with a few introductory courses, educational philosophy, and the role of the school as a social institution. An understanding of the educative process and the schools will become, as well, an integral part of liberal education. Our methodology courses will be organized on theory and principle rather than specific applications of professional tricks and gimmicks. There will be a team approach developed for all teachers with a wide use of educational television and "teaching machines." In the near future, we will implement the premise that professional preparation is the responsibility of the whole college or university. More attention will be given to the individual as an independent scholar. Other developments will include the internship, electronic language laboratories, new designs in buildings, flexible schedules, adult education, year around and accelerated programs, and postdoctoral degrees.

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(1) E. G. Trotzig, "Is It Goodbye to Book Learning?" Phi Delta Kappan, 38:361, June 1957.

New Levels of Excellence In Certification And Accreditation. To meet the exacting demands of the future and to support high standards of professional preparation, new dimensions of certification and accreditation will emerge. A certification system identifies the professional career teacher by providing him with a basic license to practice. The legal authority will be maintained by the state but the development of standards and the implementation of the requirements will be a cooperative venture between the preparing institutions, the hiring authorities, and the state. The profession has a function to perform in providing a clear-cut and authoritative statement of professional opinion which gives direction to certification policy. In the future closer relationships will be developed between the preparing institutions and the organized profession. Since the hiring authorities represent the people and are responsible for placing and promoting the teacher, they enter into the cooperative efforts to establish standards. In the future, certification may not be permanent, making it necessary to review the teacher periodically for evidence of continued growth.

The certification process must be supported by a system of accreditation of higher education institutions to insure sound programs for preparing teachers. Accreditation should be concerned with not only upholding minimum standards, but also with placing an emphasis on the pursuit of excellence in education. In the future, accreditation will be more thorough than ever before, especially in the specialized areas, and the profession will play an increasing role. The teaching profession has as much responsibility for the preparation of teachers as the medical profession has for preparing physicians. Some day, the profession itself will afford the accreditation in such a way that it will be supported and backed by the legal authority of the state. Tremendous strides have been made by our profession in the accreditation process. Further developments are necessary and the most promising approach at this time is through working cooperatively with the National Council for Accreditation of Teacher Education.

In the near future, and in relation to certification and accreditation, the profession will have to face the problem of setting common standards for all the states. This step is necessary because of the increasing mobility of our people and because of the interrelatedness and interdependence of our society. For professional stature and respect, the standards for those who teach in one state should be the same as those in all the states. In a pre-eminent profession, mediocrity is eliminated wherever it takes place. This step can be taken by co-operative working relationships between the states and the professional organizations in setting common standards. These standards should be general in nature to permit flexibility and local adaptation.

New Levels Of Excellence In Teaching. To walk the tightrope of the future, the safest balance we can provide for ourselves is excellence in teaching. This problem is not limited to any academic level for it extends all along the line from the elementary schools through adult education. It is safe to say that, generally speaking, the quality of the learning is dependent upon the quality of the teaching. Many of our problems in physical education can be traced to a poor learning experience which is a reflection of poor teaching.

The secret of good teaching is found when the dignity of the individual is respected and his worth to society is valued above everything else. Excellence in teaching, therefore, can only be earned through the quality of service we render in physical education to children, youth, and adults. In relation to methodology, let us beware of a professional bag of tricks or the band wagon approach. During my short experience, the following have been identified: ''the integrated program,'' ''group process,'' ''group dynamics,'' ''brainstorming,'' and recently, ''team teaching.'' Let there be no question of my attitude toward such innovations for change. All of these approaches have something to offer but my plea is for planned experimentation rather than innovation. We should also be cautious in riding to death any one emphasis in our profession such as weight training or physical fitness. In the future, we must achieve a maturity of wisdom as well as vision of how to objectively test new ideas to strengthen our profession.

The teacher is at best a guide and a catalyst to good learning. As such, good teaching can never be bought, legislated, forced or programmed by an electronic brain. We are sure that the teacher can never do the learning for the individual student. Excellence in teaching comes when we make a home for the spirit of learning. This home is not only a series of courses but a mode of association in a community of scholars and students. The conditions for good teaching are better than ever before with higher salaries, more prestige, more functional facilities and equipment, better administration, and more able students. Even more critics are available and are verbal enough to keep us on our toes.

New Levels Of Excellence In Programming Activities. For the age of leisure which we are approaching rapidly, a critical study of activity offerings is suggested. This study will reveal that some activities are overused, others are not provided for, and in relation to need, new activities should be created. Many programs are hangovers from the past. The impact of leisure time creates a need for a more broadened and diversified program than ever before. It is recognized that learning experiences should be arranged sequentially and progressively from the simple to the complex and that activities should be selected on the basis of both needs and interests. Yet in some places, softball and touch football are offered from the fifth grade or earlier through the college years. The pattern is repeat, repeat, repeat, with little concern for a broad program and little concern for progression and the sequential arrangement of learning experiences.

The future will demand changes, innovations, and the sequential arrangement of learning experiences. Think of it, Santa Monica City College was bold enough to eliminate softball and touch football. To make my position clear, there is no question as to the value of softball and touch tootball when taught at appropriate levels and developed sequentially in the physical education program. In addition to broadening our program, we will have to prepare students to live effectively in the Space Age. The educated person is an intelligent spectator and participant in sports and other pastimes. Students should understand the need for physical exercise and have a life plan for meeting this need when leaving schools and colleges. More intellectual content in our program is needed and students should experience an orientation to many sports which have carry-over value. This concept applies to the basic instruction program, the intramural program, and the interscholastic and intercollegiate athletic programs.

New Levels Of Excellence In Dedication To The Profession. It is believed that the above achievements will establish the national purpose of physical education and will provide the essential integrity and stature in meeting the challenges of the future. One more intangible but real ingredient must be added to provide the breakthrough that is needed. This ingredient is dedication to the profession. We are aware that our destiny is in our own hands. The response to the challenge is to place a premium on excellence in every aspect of our program. Through this approach we can get the profession off the dead center of a continuing defensive posture and headed toward a positive and forward-looking position with the other academic disciplines in higher education.

We have listened to the great discussions concerning the national purpose of this great country. Regardless of the various issues stated, the central core of this purpose is the preservation of freedom and the opportunity for a richer and fuller life for all people. Our contributions to this purpose can be so magnificent that it is difficult to understand the apathy and lack of enthusiasm found in some quarters. We need to see our profession as being psychologically dynamic and prepare our leaders for the future with broad knowledge and great vision. Only persons who are dedicated, persistent, and diligent should be allowed to enter this profesion. We need to be jealous of our positions and evaluate carefully those who intend to work next to us. As we face the future, moving forward and upward, let all of us be architects of progress rather than the protectors of tradition. The top of the century will see us belonging to a pre-eminent profession.

IS IT NECESSARY AND DESIRABLE TO EMPHASIZE ATHLETICS AND HAVE WINNING TEAMS?

James G. Mason
Ohio University

It is a pleasure to bring you greetings from Carroll Widdoes, co-chairman of this meeting and Director of the Division of Physical Education and Athletics at Ohio University in Athens, Ohio. Mr. Widdoes was unable to be here due to other obligations and he asked me to deliver to you his regrets.

He has authorized me to make a few remarks on the assigned topic, "Is It Necessary and Desirable To Emphasize Athletics and Have Winning Teams?" This is a difficult assignment and I would not pretend to have the answer to this question, or even a partial answer. It is my intent, therefore, to report a point of view on the subject as developed by those concerned with the athletic program at Ohio University, and to advance some reasons for this point of view in hopes that it will stimulate discussion by members of this group.

I should like to make it clear that I am a physical educator and that my position is that of Chairman of the Graduate Program in Physical Education at Ohio University. I am also assuming the duties of tennis coach as of this year. Therefore, as a physical educator, I realize that I am treading on dangerous grounds in this discussion.

Referring back to the title, "Is It Necessary and Desirable To Emphasize Athletics and Have Winning Teams?," I would have to say that I am not sure that anyone could defend the word "necessary;" theoretically and educationally it is not "necessary" to emphasize athletics and have winning teams; theoretically and educationally it is not necessary to have football stadiums which seat 80,000 people and basketball arenas which seat 15,000. And it is certainly not necessary to emphasize athletics and have winning teams to carry on the academic process in institutions of higher learning.

However, if we were to omit the word "necessary" and restate the title as follows, "Is it Desirable To Emphasize Athletics and Have Winning Teams." (As a physical educator, I must hasten to add that emphasizing athletics must only come after the institution has developed coincidentally all areas of the total physical education program, including the athletic program, required program, intramural sports, teacher education, health education, and recreation.)

We might further delimit the title and ask the question, "Is It Desirable to Emphasize Athletics?" There are those who feel that athletics need additional emphasis, for if the intercollegiate experience is good for a few students, then it is good for many students, and we should perhaps have more intercollegiate athletics rather than less, as long as the rest of the physical education program does not suffer because of this emphasis.

Today, when we think of emphasis on athletics, our thoughts turn to the problem of recruiting and athletic scholarships. In general , there are three approaches to the problem of providing personnel for intercollegiate athletic teams:

1. The full scholarship - room, board, books, tuition and laundry money, with no work required.

2. No aid of any type to the athlete.

3. A middle-of-the-road approach -- provides some aid to the athlete, but requires that in return he render some service to the institution.

There are pros and cons of each of these three approaches, of course; and there are variations in the aid programs in the various conferences across the land.

I would like to take the position that the middle-of-the-road approach, properly and sensibly conducted, is one feasible approach to providing personnel for intercollegiate athletic teams in the United States in 1960. I say this because I have seen it work at Ohio University.

I should like to preface the following remarks by saying that each college and university has its own philosophy and its own problems in conducting its intercollegiate athletic program; what is logical for one institution is not necessarily logical for another, which leads to the main part of my discussion: A description of the Ohio University intercollegiate athletic program, where the athletic scholarship - work program is in operation, and where there is at least some virtue and something "desirable about winning teams and athletic emphasis."

Ohio University is a charter member of the Mid-American Conference, which was organized in 1946 and includes, in addition to Ohio University, Miami University, Bowling Green, Marshall, Kent State, Western Michigan and Toledo. All of these institutions operate under the conference rules for scholarships, which provide tuition, fees, books, room, and board for qualified students. The scholarship athlete must in return work two hours a day for his board or room and board. It is generally agreed that the work program keeps the scholarship on a sound basis and alleviates, to some degree at least, the "something-for-nothing" concept. I can assure you that at Ohio University (and I am certain that this is true of the other institutions in the Mid-American as well) athletes do work two hours a day. The athletes are turned over to the Director of the food services, who makes the work assignments in the dormitory cafeterias. The athletic coaches have no control over this program and these boys work with several hundred other students that have board jobs. It might be mentioned that a first team Ohio University fullback, who received honorable mention on numerous all-American teams, lost his board job for inadequate performance of duty, and now works for his meals at one of the local restaurants.

Ohio University is a state supported institution of over 8000 students, located in southeastern Ohio in the city of Athens which has a population of 10,000 people. It is a large university (in spite of the tag of small college in football) in a small, somewhat isolated town. Ninety-six percent of the students are campus residents, and over sixty percent live in dormitories. The university is integrated into the city of Athens.

Athletically speaking, Ohio University has had its ups and downs, as has every other college and university. However, at the present time the University is enjoying unusual success. During this calendar year, the basketball, baseball, golf, and football teams have won conference championships. The University won the All-Sports Trophy in the Mid-American Conference, and the football team was picked as the number one small college team in the nation.

What has this meant, if anything, to the University? Can the present athletic success be evaluated? Objectively, it is almost impossible to measure. I can quote no statistics to prove that the University has benefited, but there are intangible evidences that at least at Ohio University certain positive benefits have been derived. The Assistant to the President of the University, Mr. B. T. Grover (who has been on the campus for many years), has stated that there is a pride in the student body and alumni that was not in evidence in previous years and which can at least, in part, be attributed to successful athletic teams. Dr. John C. Baker, President of the University, has expressed similar sentiments. The Dean of Men, William Butler, told me recently that in his opinion the successful athletic teams have helped in promoting higher student morale. He made the point that athletics is an activity that everyone can get behind; it is a common objective for all students, a topic of converstation; students generate energy about the program. Of the 8,000 students, up to 6,500 attended each home football game. Interest in athletics is a safety valve for the student population. The athletes have become a positive force for good behavior in the dormitories. The Dean stated that winning itself is not the important thing, but winning while adhering to a set of sound principles is important. Dean Butler concluded his remarks by stating that the key to this positive program is the high-type coaching staff which requires much of the athletes and sets the example. The Ohio University Alumni Secretary indicates that alumni interest is at the highest level in years. Many University projects depend upon the support of the alumni, and athletic teams provide a rallying point.

It should be added that a great majority of the Ohio University athletes are active in campus affairs and are an integral part of the student body. The president of the senior class was a halfback on this year's football team.

We are all familiar with the problems and so-called evils that exist in our college athletic programs today. However, the future of this program depends upon the philosophy, clarity of purpose, and concern for the individual student by our administrators, athletic directors, and coaches. I am convinced that there is much that can be defended as good in a well conducted, soundly developed, intercollegiate athletic program.

"Is It Necessary and Desirable To Emphasize Athletics and Have Winning Teams?" Not necessary, certainly, but desirable in many circumstances, when based upon a sound philosophy, sound aims and objectives, and directed by dedicated, inspired leadership.

EMPHASIZING EDUCATIONAL ATHLETICS

Marshall Turner
Johns Hopkins University

Mr. Fischer, in introducing the topic for discussion, "Is it necessary and desirable to emphasize athletics and to have winwing teams?" made mention of the fact that he had selected Ohio University and Johns Hopkins to represent two different viewpoints on this topic. We were apparently selected on the basis of an article in a recent issue of a national sports magazine, which might have indicated that athletics, and particularly football, were not being emphasized at Hopkins and our teams were not successful, and thus we would be in a position to react quite definitely to the topic in question.

I am, therefore, quite happy to have this opportunity to refer to this article briefly, as a prelude to my discussion of the topic. Let me say first that I think the author of the article did a very capable job in being able to pull together something as concrete and definitive as this seemed to be from the mass of vague and general comments, descriptions of attitudes, and uncertainties as to the nature of the problems and their solutions, which he encountered on his visit to our campus. It is unfortunate for small college football, and possibly for Johns Hopkins, as an example of small college football, that it was necessary to present only the dark side of the picture in order to make an effective story. I am sure that everyone realizes it would have been difficult to sell the article if it simply said that some things about small college football were good, and some things about small college football were not so good. Therefore there were items left out of this article which should have been put in to give the complete story.

Certainly one major point in the story was that there is no enthusiam, no fun, no excitement associated with small college football. When this is compared to a jam-packed stadium where two collegiate institutions are fighting for national ranking as the top football team in the country, I am sure that the fun and enthusiam may not be noticeable in such marked degree. I would suggest, however, that the fun and enthusiasm might more strictly apply to the spectators than to the participants themselves. It is probably true that, due to the organization of football today, there is not the exuberant enthusiasm on the part of the players that we would like to see. But I do not think that this exists at the big-time schools either. I refer to the sports section of the New York Times on Sunday, December 11, 1960, covering certain members of an all-American team selected by a national magazine who were in New York for a television appearance. Following are some of the quotations from this report. A player from the University of Iowa: "You are doing a job for them and married guys should receive fair play. We should get half way decent expense accounts. I get $87 bucks a month for room and board, like all the single players, and it's not enough." A player from the University of Pittsburgh: "We draw about $80,000 into the stadium every Saturday, and we should get at least $30 a month for toothpaste and clean shirts." A player from Duke University indicated that he would not have played football if he had had enough money to attend college on his own: "College football is a business," he said, "After you find out the facts, that you are all just there for the same reason, the fun wears off."

I think these quotations will indicate that the players at some of these schools do not always play for the love of the game, or for love of the institution which they represent. Our players could be quoted prior to graduation because nothing would happen to them if they indicated that they were not entirely happy. Repercussions might exist at some other institutions, if such feelings were made public.

I think it only right to say further in connection with this article about small college football, that most of the schools in the small college category have the problems which were mentioned in this article. These problems exist in greater or lesser degree at different times over the years, but they do exist in some degree and at some time on each of the campuses. All of which is to say, therefore, that football itself is not without problems anywhere, but that the problems and the solutions which face small college football teams are not the same as those which face the big college football teams, and, therefore, their solutions may be entirely different. And on the basis of the difference in problems, and, therefore, the difference in solutions, we come to the topic today: "Is it Desirable and Necessary To Emphasize Athletics and To Have Winning Teams?"

For purposes of the discussion today, I will refer to the sport of football when I am talking about athletics. Certainly we hear more about the problems associated with football than of the other sports, although I am certain that on any campus where there exists another sport, which is the major effort of that institution, some of the same points can be made. I further think that we should not debate the use of the words "desirable" or "necessary", because that would be evading the issue. And I think further that the use of the word "emphasis" here probably carries with it the connotation of "over-emphasis", or "special emphasis", meaning that more than normal attention should be paid to the team.

I am sure that most of you have heard of the national professional league team known as the Baltimore Colts. This team won the championship of the league two years in succession, and, although they failed to win a third title this year, they were in contention up to the last two weeks of the season. This is a very fine football team, and the organization is conducted in a first-class manner. It might be appropriate to ask, why does the Baltimore Colts football team exist? It is certainly not to permit thirty-five fellows to play football. I think we might agree that the organization exists to make money, to entertain customers, to bring these customers into the stadium each week, and that, in order to do this, it is absolutely essential that the team must win. If the team does not win, it is not serving the purposes for which it is organized, and changes will have to be made. I am sure you are aware of what those changes usually are.

About ten blocks away from the stadium where the Baltimore Colts practice and play their games, lies the campus of Johns Hopkins University. John Hopkins has had football on its campus for seventy-six years. It is now appropriate to ask what is the reason for the existence of the University and for the football team which the University sponsors. To give a very simple answer, let us say that the purpose of the University is to provide a challenging educational experience for the students who come there. And let us give an equally simple answer for the purpose of the football team, and say that we have a football team to provide a challenging educational experience for those students who come out for the team.

Ideally, the University would be set up so that the desire on the part of students to obtain this challenging educational experience would be so great that they would be willing to pay the full cost of tuition in order to have the experience. In fact we would wish it to be in such demand that we need only choose from among all the students who would be willing to pay to get this educational experience. And we can say the same thing about the football team. We would like to have so many students coming out to obtain this educational experience that the coaches would be permitted to select only the best to play on the varsity team, and we would then be able to provide under-squad and intramural experience for the rest. It is conceivable, however, that nobody would be interested in obtaining the educational experience available at Johns Hopkins, and it would therefore be necessary for us to 'invite' people to attend our University by giving them scholarships, or by otherwise making it worth while to come to obtain this educational experience. It is also conceivable that in order to have a group of students get the benefit of the educational experience of football, it would be necessary to make it worth while, by scholarships or other means, to get them out for the team. I think it is clear that such a situation, both from the standpoint of the University and the football team, would be a completely artificial situation. It is certainly true that the University does give some scholarships to students to come to our institution, and it is equally true that some of our students who play football are recipients of these scholarships. But the fact remains that the University's operation is and must be based upon the fact that there are a number of students who wish to come to the University on their own to obtain this educational experience. As long as our football team is based upon the fact that there are enough students who want to obtain this educational experience, so they will come out for the team regardless of their other obligations.

I have now described two types of football operations: The one in which the primary purpose is to provide entertainment, to make money, to attract customers, to gain publicity, and in order to do this, it is necessary to win ball games. The other kind of program is intended primarily to provide an educational experience for the students who want to come out. It is not necessary to have to win ball games, attract customers, or make money, for this to be an educational experience.

Let us look at the problem of evaluation of these two kinds of programs. How can we tell whether the purposes for which our football program exists are being met? When we read of football being in trouble both at bigtime schools and at small college schools, how is it that we can tell that football is sick, and determine the remedies that can be applied?

Certainly if football is being played for the purpose of making money, attracting people to the games, for publicity and promotional values, it is relatively easy to judge the success of this. Your attendance figures, your gate receipt figures, the amount of guarantees which you can obtain or must give to meet certain schools, the apparent interest of the press, radio, and television in the material you send out, these are reasonably determinable factors which can be used in an evaluation.

On the other hand, if football is being played as an educational experience, it is extremely difficult to judge what the effect of this experience is on the individuals who receive this experience. We possibly expect changes in attitudes, some kind of maturation, an improvement in self-discipline. Yet these things are most difficult to determine or to measure, and therefore, a very subjective judgment has to be made. This is certainly an area in which people in tests and measurments in the field of athletics and physical education would like to be able to produce some definitive material. Let us hope that the difficulty in finding measuring devices for the outcomes of athletic experience will not eliminate the continuing efforts to seek such measures.

We do have one clue, however, which might help us determine whether the participants in this kind of program are receiving anything from their participation. I personally think it is very difficult for a young man to put into words exactly what he gets out of participating in football, especially so when our youth today demands unemotional sophistication. Those of us lucky enough to have played football and who can look back on the experience, have a pretty good idea of what it has meant to us. But when we were playing, maybe we couldn't describe it so well. The clue, however, might lie in the fact that students keep coming out to play football. As long as there are enough players willing to report to the team, without artificial stimulation, it would seem to me that something worthwhile was being experienced, even if it were hard to describe or define.

If the number of participants begins to drop off, what can be done to counteract it? What can be done to make the experience of football meaningful enough so that it will attract, voluntarily, enough students to field a team? Is this the point at which it is necessary to "emphasize" the sport (meaning "overemphasize") or should we assume that because it is an educational experience, just as many other activities on the campus are, it already receives a reasonable amouht of "emphasis", so that other means must be employed? And we might further question what actually can be done to "emphasize" football. Some people say it lacks status on the campus, but I don't think you can "give" status whenever it is needed. Status must be earned by the group which desires it. It certainly would not help to have the faculty be required to memorize all the names of the football players on the squad, or to give the players special identification cards which would permit them to be at the front of the line for such time-consuming activities as registration. It seems to me that the only way in which real "emphasis" can be given is by making it very clear to the player, by means of scholarships, that he is there to play football, and that this is his first and foremost job. Having done that job, he is free to receive what other benefits are possible around the institution.

If football is an educational experience, however, and as such is provided for on the campus with the same "emphasis" as other educational experiences are provided, then this type of "emphasis" can not be utilized. When you have provided adequate facilities, competent coaching and supervision, and a reasonable schedule, there is little else that the institution can do to "emphasize" football. If the players themselves, through their own attitude toward participation, their own pride in the job that they are doing, can earn the appreciation and the status from their fellow students, then this is perhaps the healthiest kind of "emphasis" that can come. But I know of no way in which this kind of emphasis or status can be given to the players or the team unless it is earned by them.

If the promotional, income-producing type of football program is suffering from loss of spectators and loss of revenue, lack of interest on the part of alumni and other students, then emphasis can be given to the activity by means of these scholarships. And this is the only way in which the emphasis can really be felt by the players themselves. This is the only way in which they can be made to feel the importance of the job of playing football.

I think it is now time to point out that whether we decide to emphasize or not by means of scholarships, really depends upon the purpose for which the football program is established and maintained in your institution. If it is an educational experience and depends solely on the number of students reporting for the team who wish to obtain this experience, and if these students do not come out, the question must seriously be considered whether the experience is therefore a worthwhile activity. Consequently, whatever money is spent on it may perhaps be better spent on some other educational experience around the campus which does seem to have sufficient interest to be maintained. If the football program is designed to maintain promotional and publicity purposes, to encourage alumni - giving and other such factors which are not strictly educational in nature, then it seems reasonable that emphasis in the form of scholarships can be applied. If such emphasis when given does not produce the desired results, if income is low, if attendence is poor, if interest lags on the part of the alumni and the public, in most cases sheer economics will dictate the abandonment of the football program based on such a purpose. The experience of a Midwest school abandoning football this fall, and the curtailment of a football program of a school on the west coast, for just such reasons as outlined, bears this out.

I think it is true that those of us who are responsible for the administration of football programs, under either type which we have been describing, would hate very much to abandon football. We all feel that the game itself does have a lot of benefits and a lot of values for the students who play, even though it might be difficult to say precisely what they are. And yet there are quite a few fine institutions which operate wholesome athletic programs without football being a part of it, and there are other institutions which have dropped football in recent times and are still operating good programs. It is therefore not proper for us to think that the end of the world will come if football under either purpose mentioned must be abandoned. If football conducted as an educational experience for the benefit of the participants fails to attract enough students to make up a team, it should be dropped. And if a football program geared to publicity, attendance, and income fails to produce these results, it too should be dropped. It would certainly be true that if we were able to secure participants by means of scholarships and other inducements, football could conceivably be kept going longer at those institutions than at institutions where such inducements are not available.

If football, under conditions of honest and reasonable emphasis based on its being a desirable educational experience, is dropped because not enough students want to play it, it will then be obvious that football as a game in and of itself has passed the point where it is a wholesome and satisfying experience to those who participate in it just for their own personal reasons. When that point has been reached, football will have become so entrapped and so enmeshed in such matters (all under the heading of "emphasis") as scholarships, promotion, gate receipts, won-loss records and attendance, that football must surely pass from the majority of our educational institutions and become essentially an activity of the professional entertainment world.

WORLD UNDERSTANDING THROUGH SPORTS

Edward P. F. Eagan
Chairman
People-to-People Sports Committee

You are a group of men concerned with making physical education contribute to intelligent, productive human beings. You have a great responsibility in the continuing conflict between democracy and state-dictated communism. Through your efforts, college students strengthen their bodies and at the same time, their minds. That will be their carryover into lives ahead.

My reason for coming here and making these remarks is not to acquaint you with something you do not know. It is primarily to urge you to give increasing emphasis to the international aspects of your work.

Last week, I went to Moscow with a group to invite Russia, Romania and Bulgaria to take part in the World's Fair in New York in 1964 and 1965. We flew across the Atlantic in five and a half hours. The whole world now is smaller than the original thirteen colonies in terms of transportation. We must learn to get along with each other whether we speak each other's language or not. The one common denominator of most people throughout the world is sport. So pride yourself on making future ambassadors of good will when you teach sports which encircle the globe.

In the Fall of 1956, President Eisenhower invited a group of men and women to Washington, D. C., to start a People-to-People Program in forty-two different spheres of human interest. He appointed me Chairman of the Sports Committee. He said to us in substance: Let the people of the world who want peace have peace. If the heads of state cannot bring about peace, perhaps the people can do it themselves. Let them evade governments, leap over governments, if necessary, so they can know each other.

At that precise time, I was the Chairman of the United States Olympic Fund. I did not know too much about running athletic contests outside of boxing. Having been the New York Boxing Chairman for seven years, I felt qualified in that respect, but what about all the other sports?

This challenge to make for world peace through international understanding I knew had one certain pathway - sport. I recalled how I had won a gold medal in boxing in the Olympic Games in 1920 from a Norwegian. We fought three furious and bloody rounds and I was declared the winner. We still write each other. If you can form such friendships in fighting, you certainly can in all the other sports.

The idea of a People-to-People Sports Committee was enough to kindle the imagination of anyone who knows what camaraderie there is developed between rivals in any game. But what were we to do for "money"?

The government wanted this to be a people-to-people project so that other nations would not suspect us of propaganda. To hire a fund raiser costs money. I felt very lonesome for while. With the Olympic Committee, I had an organization sixty years old, but here was the People-to-People Sports Committee to be created and without any visible means of support. Of course, we were assured of the cooperation of the State Department and the United States Information Agency, but cooperation and money are two different things.

We cut our eye teeth on bringing a test cricket team from Pakistan to the United States from the West Indies, where it had been touring. The State Department sent the project to us - as there was no cricket in the Olympic Committee, or the Amateur Athletic Union. But there was no suggestion of how we could finance the project.

We approached several American companies which did business in Pakistan. They listened to our story and pledged varying amounts. Of course, we had to get some American teams to provide competition. We found out there were several in New York. Many of the players had started life in various parts of the British Commonwealth and knew this game from childhood. There were teams also in Philadelphia and Washington. The Pakistan team arrived. They were given games, hospitality, and travel. The captain named Kardar, like myself, an Oxford graduate, returned to Pakistan and wrote a book about the trip. So much interest in the U. S. was aroused by this trip that President Eisenhower made this country one of his stops on his trip to the Far East. In Karachi he saw his first cricket game. I'd like to think he was returning the visit to the Pakistanis. You don't make money on cricket matches in the United states just now, but you make friends and you teach our American youth that there are games other than baseball and football.

If I told you of the many projects we started or assisted in completing, we would be here for a long time. I will, however, give you a few more to show you how the People-to-People Sports Committee operates.

We invited some 500 prominate sportsmen to join our committee and most of them accepted. We invited every known national sports association to affiliate with our group. One hundred and ten accepted on the basis that they felt that there should be more international sports exchanges in their particular sport. The U.S.S.R., which has state sponsored sports, sends out approximately 5,000 athletes a year to our 300 and has about the same number coming into the Soviet Union, whereas we have only about 300. In short, the good will our sports exchanges could develop is at a minimum. It is the object of our People-to-People Committee to increase international exchange in all sports - not only once every four years in twenty-two sports as the Olympic Games so ably do, but constantly throughout the year, every year, in all sports. We want exchange of boys and girls internationally. We feel that such exchanges will make our youth citizens of the world, and spread to the world the type of sporting spirit we have. Certainly, the People-to-People Sports Committee should be of interest to every loyal American and be a part of the charity life of all of us.

We have been assured that the President, John F. Kennedy, will keep the objective of international good will through sport as one of his major interests. May I suggest that you read Sports Illustrated of last week for his excellent statement of how important sport is for our youth. I am sure his statement, coupled with the findings of the doctors who met here two weeks ago, will encourage sports. You may recall that these doctors did not agree with the action of the University of Wisconsin in abandoning boxing because of the death of one boxer, Charles Mohr.

One of the ways in which we have been of aid to sports activities is the tax angle. We are a non-profit corporation with a tax-deductible status. Donations to our committee can be deducted legally in one's tax return, whether for an individual or a corporation. With this status, for example, we helped send the Dartmouth rugby team to England. Several individuals and corporations gave us 10,000 tax deductible dollars. This team played seven games and won five of them against some of the finest rubgy teams in England. "One of the nastiest upsets since Bunker Hill," the British press proclaimed.

We assisted in sending an all-star lacrosse team from Washington & Lee and the University of Virginia to Australia. "It was the greatest experience of my university career," said many.

I could give you many more examples, but I wish to save time for questions. Suffice it to say that during the past year alone over one hundred sports delegations were involved in international events either promoted by the Committee or brought to fruition through the Committee's assistance. Activities ranged from men's field hockey, table tennis, cricket, balloon racing and chess to rowing, fishing, fencing, lawn tennis, boxing and basketball. In addition, the Committee operated a hospitality center in Rome which was frequented by over 2,500 Olympic athletes and officials from 54 nations. This activity has been without one cent of government support.

Three points, however, I want to stress: (1) The People-to-People Program will bring foreign sports to the United States; (2) The People-to-People Program will acquaint you with areas in this world where United States specialists, coaches, are needed: (3) Constant exchanges of sports -- major or minor -- create an atmosphere which develops the "brotherhood of man." It is the participation and not the victory which makes us know each other, no matter what our race, color or creed.

We find that we can keep up our sport association, internationally, long after we are through school or college. We find that there is some carryover in practically every sport.

You of the CPEA have joined in lengthening your good teaching and principles from four to six years in one college to 40 years or more, and, around the world. The world is your field of conquest! Keep the competition in all sports constant and participation as the major principle internationally.

Now, before I throw this open to questions, I should like to comment on two subjects referred to me in advance:

1. What is the effect in foreign countries of the "recruitment" of foreign athletes by some of our collegiate institutions?

I am not sure that I am qualified to contribute anything in this regard. I have no knowledge of how extensive this recruiting has been; nor have I made any particular effort to explore the amount of resentment, although this may well be something our committee should do.

I do know that most every student in a foreign country would welcome the opportunity of studying in the United States. I do know that the International Exchange Service of our Department of State hasn't the funds to make this possible.

Human as are people all over the world, some foreign athletic director or coach is bound to bemoan the loss of a star athlete, but if he views the matter in its broader aspect, while his team and possibly his reputation may suffer temporarily, his country and the world will benefit when that student-athlete returns with enhanced leadership potentialities as a result of the knowledge gained about the United States, its people, and teaching techniques in those sports in which the United States leads the world. When viewed in this light, the benefits certainly outweigh the other considerations.

I suspect that it boils down to a matter of educating people that winning is not nearly as important as playing the game and benefiting from the experience of having participated. I needn't tell you that this is something which will not be done overnight.

2. The second matter on which my comments have been requested is that of the effect of certain AAU regulations on the exchange of teams and competition with foreign countries.

At this point I wish that I had the prerogative of the man under indictment and could without qualm of conscience say, "No comment." Since you have been gracious enough to invite me to participate in your conference, however, I feel obligated to make some observations, although they may not be any more enlightening than were those I made in response to the first question.

First off, we all agree that sports must have a governing body and that that body should be composed of those most capable and most willing to take the initiative in promoting the sport to the end that it will be of maximum usefulness. I am not prepared to say whether the AAU is that body for all of the sports for which it claims jurisdiction. I am sure that you will agree, however, that over the years the AAU has made a substantial contribution to the promotion of sports here in the United States.

Secondly, I am realistic enough to understand that our committee, in comparison with such organizations as the AAU, is just a fledgling, and for us to be critical would be analagous to the three-year-old youngster criticizing his grandfather, who has faced the facts of life.

Thirdly, as you know, this whole matter of amateurism and how it should be defined is currently receiving considerable attention and discussion, and I suspect the result will be a new interpretation. Meanwhile, the AAU has stuck to the original concept, which it has reinforced to such an extent that on occasions it's rules have interferred with the free flow of athletes from one country to another.

Now, again, we are all human and, therefore, subject to error and to a tendency to protect what we consider to be our vested interests, sometimes to the detriment of what others consider to be the common good. My personal feeling is that progress will not be denied, that leadership will out, and that this problem will work itself out in due course.

BASIC ELEMENTS OF A TEACHER EDUCATION PROGRAM

W. Earl Armstrong
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The education of teachers, all teachers, for 1960 and the foreseeable future, must be better than ever before. In order to be enough better, it must in some important respects, be different in kind as well as degree. What is being done now would not be good enough even if it were done better; we need to introduce some new elements.

There are three major reasons for believing that the job of educating teachers must be done better, and that some new elements must be introduced: First, the teacher must know and understand more because more things must be known and understood, in order to teach effectively. Second, the adult population is better educated than ever before; therefore, the teacher in order to hold his relative position in society must be better educated. Third, the kind of academic background which prospective teachers typically have before starting their formal study of professional education does not constitute an adequate background for the study of professional education. Filling this gap will require a new element. I will elaborate upon this later.

You may be expecting me to present a statement relating specifically to the preparation of teachers for health, physical education, and recreation. If you are, you are about to be disappointed. I have reasoned that, in the first place, you can hear that from your own group with more effectiveness. Besides, teacher education as a whole needs to be viewed by each specialized group. The needs common to all teachers are probably greater than the specialized needs for any one field or school position anyway. What follows, therefore, are some basic elements of any teacher education program, as I view teacher education. I leave it largely to you to make the application of each of these to your specialized field.

1. Only persons of superior promise should be admitted to teacher education. Evidence collected within the past 15 years shows that the quality of persons entering teacher education programs and completing them is not going down. What it shows, however, is not flattering to the teaching profession as a whole, and your special field suffers some by comparison with teachers in general. This is not good enough for our times. We must and can get more promising persons into teacher education. Before we can, however, there are certain misconceptions which need to be clarified. All need to work at these.

The most common misconception is that practically all teachers are prepared by teachers colleges. If this were so, it would be fairly simple to get teachers colleges to raise standards, thereby solving this problem with one stroke. But such colleges do not prepare even half of the teachers. Taking the country as a whole, the universities and libral arts colleges prepare about twice as many teachers as the teachers colleges and state colleges that were once teachers colleges. And many of the universities and liberal arts colleges have no separate standards for admission to teacher education. Once a student is admitted to one of these institutions, he can get into teacher education without meeting any other standards.

A second misconception is that bright persons and those with high scholarship do not make good teachers. The trouble is that everyone knows some teacher with a mediocre college record who, he thinks, is a good teacher. Unfortunately, each of us is probably confusing a likeable personality with ability to teach. What we need is intelligence and high scholarship plus human understanding and insights as to the nature of our culture. I am convinced that they are not incompatible.

A third misconception, and perhaps the most serious one, stems from our adherence to the admirable democratic principle that everyone should have a chance to try anything. This principle should apply to the provision of every opportunity for each individual to climb as high on the educational ladder as he can. This is good as long as the education he is getting is for his personal development and the improvement of his behavior as a citizen. But when a person applies for admission to a program leading to a profession such as teaching, the major responsibility of the institution is no longer to him. Instead, it is to the children he will teach, the colleagues with whom he will work, and the society which he will serve through this profession. All of us need to be working to dispel all of these misconceptions.

Much yet needs to be done to establish the validity of certain standards for admission to teacher education. With reference to certain factors, however, we can feel quite confident. Applicants should rank in the upper half, preferably the top quarter, of the high school graduating class, should be above the college median in intellectual ability, should present evidence of ability to read, write, and speak effectively, should demonstrate physical and emotional health, and for physical education, health, and recreation have a record showing the possession of considerable physical skill and dexterity.

2. The education of all teachers should go much beyond what is regarded as adequate to produce a well educated person. The great debate with reference to teacher education between the academicians and the educationists is due primarily to the often accepted idea that the difference between a well educated person and a teacher is neither great nor significant. In the ultimate, this idea must be challenged. The difference between being well educated and prepared to teach must become as great for the teacher as it is now recognized to be for the doctor or the lawyer. The difference must relate to the academic preparation as much as to the professional insights and skills needed by the truly professional teacher.

Utlimately, this should mean that the first four years of college would be used to produce a reasonably well educated person and to provide the prerequisites for specific preparation for the teaching profession. The present four or even five-year program beyond the high school is not enough to produce a well educated person and a person prepared to render a high level of professional teaching service. The efforts to do both well continue to result in conflict and in ineffective compromises on both goals.

To say that teacher education should be based on a baccalaureate degree rather than be incorporated within that program is not to say that the needs of prospective teachers should be entirely ignored during the first four years of college. Admission to teacher education curricula beyond the first college degree should be based partly on certain academic prerequisites, just as certain prerequisites are used as a partial basis for admission to other professional curricula now. For the prospective teacher, these should differ from those required for admission to medical and legal curricula because the functions to be performed by the teacher are different. In setting the long-range goals, it should be recognized that such a program will require six years beyond high school.

3. The academic program for the preparation of teachers should serve three purposes. The first is, of course, to produce a well educated person. Teachers need to be well informed persons in the major areas of knowledge. More important, however, they need to understand the relationship of such knowledge to our own society and other cultures. A unique need of teachers is to understand what constitutes the general welfare and to know when they are teaching to that end. Most of this information and understanding they should get from a strong undergraduate program designed for persons other than prospective teachers as well as for teachers. My point is that the teaching profession needs no special attention in a program for producing well educated persons. The needs of teachers in this regard are the same as those of all well educated persons. General education for all college students can serve this purpose for prospective teachers.

The second purpose of an academic program for teachers should be to provide an academic base over and above general education to be drawn upon by the teacher in the performance of his professional functions. This applies to the elementary as well as to the secondary school teacher for reasons which the limitations of time will not permit me to delineate.

This academic background, the typical academic major and the program for elementary teachers do not always provide. In the first place, such majors do not always cover the areas of subject matter included in teaching assignments. In the second place, these majors often fail to provide an appropriate balance in the areas which they do cover. I assure you that either the importance of making a distinction between academic and teaching majors is not understood, or that it is widely ignored in planning academic programs for teachers. In more than half of the liberal arts colleges and universities that the Council has evaluated, it has found little if any difference between a regular academic major and a teaching major.

A third purpose which an academic program should serve in the education of teachers is to provide an appropriate academic background for the study of professional education. In the highest order, professional education is a derived discipline. In the same sense that engineering represents the application of mathematics and the basic sciences to industry, professional education represents the application of other disciplines to the problems of education. Chemical engineers must first have an understanding of mathematics, chemistry, physics and, to some extent, biology before a study of chemical engineering can be very meaningful. Paralleling this, a teacher should have an understanding of human physiology, anthropology, sociology, and psychology as a base for understanding child growth and development and educational psychology. Otherwise, such courses are likely to deal in a surface manner with the tricks of the trade. Likewise, an understanding of basic social forces at work in our society is necessary to an understanding of educational sociology. These two areas should be sufficient to indicate the need for including in the academic program for all teachers a body of materials with professional intent, but with academic content. It should be taken, not as a part of professional education, but as a prerequisite to professional education. The same principle should apply to the history of education and the philosophy of education.

There is another sense in which the academic program should serve a professional purpose without losing its identity as college-level, subject-matter content. The need is illustrated by the program for the preparation of elementary school teachers. The academic program to produce well educated persons should be the same for this group as for all other persons regardless of their objectives. The academic concentration should be less in amount, and perhaps somewhat broader in nature, than that provided for secondary teachers, but there should be such an area for elementary teachers. The general education for all, including elementary teachers, and the modified pattern of academic concentration, however, do not meet all of the academic needs of elementary teachers. They need more in such areas as geography, fine and applied arts, and literature than is likely to be provided in general education or subject concentration. Such work should be academic in content but professional in intent in that the students who take it do so for a professional purpose. The professionalized subject-matter courses, such as the teaching of arithmetic, the teaching of science, and public school music, are not what I mean. These are hybrid courses which were incorporated in the Normal School programs in the nineteenth century because prospective elementary teachers had very little general education and practically no opportunity for subject-matter concentration. Such courses served a good purpose then but, since the reasons for their existence no longer apply, they should be eliminated.

4. Teachers need specific preparation for their professional responsibilities. The special insights and skills which the teacher needs to qualify as a professional person cover a wide range of areas. The teacher must be able to interpret for the student the things about the nature of our society and the world society that are important for those just entering it to understand. He needs not only to understand the implications of the social, technological, and economic changes that are taking place in society, and what society stands for in ethical and

social values, but also to be able to interpret them to the youth who are preparing for full participation in it. These general understandings he will get from his general or liberal education. Their implications for teaching he will get from professional education. On the more specific professional education side, he needs to understand the problems that children and youth face in their efforts to mature physically, emotionally, and intellectually, and what they are capable of understanding at various levels of maturity. He needs to understand children and youth in general and how to interpret the behavior of individuals. Also, he needs to be acquainted with the materials of instruction and evaluation and to understand the most effective ways of using them in guiding the learning of children and youth. These are the major, though by no means all of the insights and skills which the teacher needs beyond being a well educated person and well prepared in some field of subject-matter concentration.

Obviously, not all of these insights and skills can be attained to an acceptable degree at the pre-service level. For the pre-service curriculum, therefore, some selection of the things to emphasize will need to be made. The selection should be on the basis of what will be needed most by the teacher to "begin to teach," and what can be made most meaningful before some teaching experience.

Reduced to the most elemental terms, these are the basic professional education needs that the pre-service curriculum for teacher education should be designed to meet. Such a curriculum will include philosophy of education, but not as a separate subject. Likewise, the history of education will be included, though not as a subject at the pre-service level. Philosophy and history of education can be made more significant as subjects for systematic study only after the teacher has had enough experience to handle the elemental problems in teaching. Once having mastered these, the teacher is ready to ask why certain things are taught, what bearing they have on our society, and how our schools happen to take the form that they now have.

All professional education courses should include the proper mixture of types of experiences which contribute to a maximum of understanding. For each, this should include reading, lecture, discussion, viewing and listening to audio-visual aids, examining materials of instruction, observing situations exemplifying concepts in action, participating on a limited basis in carrying out an activity, and finally participating as a teacher with full responsibility for a limited period of time. This means that the college teacher should plan these experience so that they contribute to the understanding which he is trying to develop. The college teacher should see and direct the students in their laboratory experiences just as he does in the other experiences. It also means that the college teacher should plan his courses so that there will be a shuttling back and forth between direct experiences in laboratory situations and more abstract experiences in his regular classroom. Student teaching is the climax of laboratory experience rather than the whole of it. In student teaching, the emphasis is on direct experience, but in it the more abstract ways of developing understanding should not be overlooked. Student teaching differs also from other forms of laboratory experiences in its comprehensiveness. Whereas, in most professional education courses the focus is on the development of understanding in one area, such as child growth and development, in student teaching the focus is on the teaching situation including children, materials, methods, and the like.

This in broad outline is the direction which I believe teacher education is taking and should take. Such a program has some clear implications for programs for the preparation of teachers for health, physical education, and recreation. In closing, I will mention three of them.

First of all, such a program will require higher admission standards than are presently invoked, generally speaking. Prospective teachers for this field will be expected to demonstrate just as much intellectual ability as prospective teachers for any other field. And why not? There is intellectual content in this field; besides, teachers in this field should be able to hold their own in school faculty and committee meetings with other teachers. The admission standards will also include evidence of the possession of considerable skill in some physical activity. A good school or department of music at the college level will not admit a student without some demonstrated competence in music. This school or department cannot afford to start from scratch. Neither can health, physical education, and recreation; the time is too short to teach everything including a lot of the skills. Admission here, as elsewhere in teacher education, will probably come at the middle or the end of the sophomore year.

Second, and this follows from the first, the area of concentration will put more emphasis on the basic disciplines that give meaning to health, physical education, and recreation than is now the typical practice. Biology, physiology, geology, chemistry, art, and music are among the disciplines on which such programs should draw. Conversely, less emphasis will be placed on the development of skills specifically related to this field. I have in mind such courses as swimming, coaching basketball, square dancing, and fly casting. Some of these skills will have to be developed through extra curricular activities or other informal means.

Third, this field is especially suitable for the introduction of prerequisites to professional education that will make professional education more meaningful. The inclusion of biology, human physiology, and kinesiology would be just as good in your curriculum for use as prerequisites to professional education as for use as a part of the teaching major. In order for you to have strong prerequisites to professional education, you would need, therefore, to add only such courses as sociology, psychology, and anthropology.

Teacher education is on the move, and there is no reason for health, physical education, and recreation to be in any position other than the vanguard. A little imagination, a willingness to break with tradition, and lots of hard work will put you there.

JUNIOR COLLEGE COORDINATION IN PROFESSIONAL PREPARATION

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Last year at this meeting, it was pointed out that the junior and community colleges were here to stay. It was further indicated that these colleges would continue to grow in student population until they became significant in the professional preparation of physical educators. Presently, at least one of every four college students beginning work in a degree program is enrolling in a junior college. It becomes apparent, when thinking of the welfare of the student, that there is a need for coordination and articulation in professional preparation. In addition, for the sake of good learning, the program should be continuous and progressive regardless of the level where it is taking place. The junior college student will transfer to a public or private college or university to complete his preparation and this should be facilitated by avoiding duplication or the makeup of prerequisite courses which should have been completed on the lower division level.

It should be pointed out that both public and private colleges and universities are important in the preparation of physical educators. Further, it is recognized that professional preparation is a total institutional function and not a function delegated solely to academic departments or schools of education. The same coordination and articulation in the lower division of colleges and universities is as essential as indicated for the junior colleges in relation to advanced levels of higher learning. It becomes apparent, therefore, that junior colleges, state and private colleges and universities should form joint state and regional committees to study this problem and formulate recommendations for lower division programs. Such a study was conducted in California during the years 1955-1958, and the final report was published in May 1960. (1)

It was agreed, generally, that in preparing the physical educator a large portion of the time spent on the lower division level should be devoted to general education. The rest of the time should be devoted to an effective orientation and introduction to the field of physical education, to the development of physical activity skills, and to the personal health course which, of course, should be considered as a part of general education. In addition to the sequential arrangement of content experiences from the junior college to the state and public colleges and universities, there should be developed continuous and consistent counseling and guidance. To provide for this in California, the California Physical Education Major Proficiency Record was developed. This record includes knowledge and skills competencies in aquatics, rhythms and dance, games and relays, individual and dual sports, gymnastics, combatives and team sports. In addition, space is provided for the listing of pre-professional courses, teaching, field, and other laboratory leadership experiences. It is a well-designed record and assists in the guidance of students transfering from junior colleges to higher levels of professional preparation.

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(1) Health, Physical Education and Recreation in California Junior Colleges, Sacramento, Bulletin of the California State Department of Education, Vol. 29, No. 6, May 1960.

State and regional conferences are not effective until the recommendations are implemented in improved programs. In a survey of 32 junior colleges in California in the Fall of 1960, it was found that many of the recommendations of the Junior College Study, 1955-58, were not implemented. No consistent pattern of lower division preparation in professional courses for physical educators could be found. A wide variety of professional courses are being offered and recommended for lower division students. The long list includes the appropriate courses in orientation and introduction to physical education and the general education health course. In addition, however, such courses as, introduction to recreation, first aid and safety, elementary school physical education, methods courses in physical education, recreation leadership, camping, organization and administration of intramural sports, officiating and conducting team sports, skill analysis of sports and others are being recommended and offered. The units for the professional courses ranged as high as 20 units for men and 29 for women! Only nine of the 32 junior colleges were using the California Physical Education Proficiency Record which is so important in carrying out the guidance function. It was gratifying to learn that a wide variety of activity courses are being offered and in some junior colleges two activity courses per semester are recommended for those who intend to major in physical education. The same proliferation of professional courses on the lower division level was found for students who intended to major in health education and recreation.

The problem becomes more difficult when the lower division professional curriculum of the public and private colleges and universities are so different. Some of the suggestions of the deans of instruction of the junior college reveal their sentiment: "Complete transfer coordination should be developed between junior colleges and public and private colleges and universities." "The colleges and universities should get together and not only recommend course titles but spell out course content." "If only the sun would break through and a standardized lower division program be offered for physical educators." "A strong statement should come from the four-year institutions to junior college administrators indicating the scope and sequence for the lower division in health education, physical education and recreation."

To solve this problem and other problems of professional preparation, regional committees are recommended. A survey of the region would reveal the extent of present physical education programs, the functions performed by physical educators, the possibilities of future developments and current and future employment possibilities. Following this survey, a study of the trends and standards of professional preparation would be appropriate. By cooperative action, a design for professional preparation could be created with careful plans for lower and upper division experiences. Each college or university should weigh its ability to prepare teachers. Presently the junior college, responding to the needs of students to enter a number of colleges and universities, are offering too many courses beyond their appropriate level or scope of preparation. If the design is properly conceived junior colleges can make significant contributions to preparing the physical educator. Presently, the junior colleges are not equipped or staffed to provide for upper division work. By providing upper division experiences, the continuity and sequential arrangement of learning is jeopardized. Students are restricted in units which are transferable to four-year colleges. This results in preventing the student to make normal progress for a degree and the teaching credential. Further overlapping and duplication stifles the interest of the student. Perhaps, those making presentations in relation to the role of four-year colleges and universities wish to respond to this problem.

THE ROLE OF THE STATE COLLEGE IN THE PREPARATION OF THE TEACHER FOR A CAREER IN HEALTH AND PHYSICAL EDUCATION

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In order to obtain some factual information regarding the role of the State College, questionnaires were sent to 25 colleges. Eleven colleges to date have responded. The responses were received from colleges in the following states: Minnesota, Pennyslvania, New Jersey, Indiana, Wisconsin, Iowa, California and Illinois. Although it would be desirable to have a larger sample, it is encouraging to have such a wide geographical area represented.

The first part of the questionnaire consisted of a comparison between the State College and other institutions that prepare students for careers in health and physical education. The results of this phase of the study are presented here.

	Inferior	Equivalent	Superior
1. Academic Qualifications of Entering Student	0	7	2
2. Physical Qualifications of Entering Student	0	9	0
3. Liberal Arts Training	2	6	1
4. Specialized Training in Health and Physical Education	0	2	7
5. Professional education (student teaching, etc.)	0	0	9
6. End product--The Teacher	0	3	6
7. Program of graduate study	4	2	3

	Inferior	Equivalent	Superior
8. Administrative autonomy	2	1	6
9. Prestige of department in parent institution	0	3	6

The next part of the questionnaire concerns statistical data and these results are presented at this point.

	Lowest	Mean	Highest
1. Total volumes in library	33,000	117,833	325,000
2. Total volumes in library for Health and Physical Education	1,300	3,500	9,000
3. Number of faculty in your institution	56	169	375
4. Number of students enrolled in your institution	1,100	2,655	6,400
5. Number of undergraduates majoring in Health and Physical Education	110	354	643
6. Number of faculty in Health and Physical Education with Doctors Degree	2	5.3	8
7. Number with Masters Degree	5	11.5	21
8. Number with Bachelors Degree	0	1	3
9. Number of semester hours in general education	42	51	60
10. Number of semester hours in professional education	16	22.7	30
11. Number of semester hours in Health and Physical Education	32	39.5	48

In the third and final part of the questionnaire the respondents were asked to express their opinion in regard to the ways in which the State College may be superior or inferior to other institutions that have teacher training programs for students who major in health and physical education.

The following statements were given as indications of superiority:

1. Students have more opportunity to participate in intercollegiate athletics.

2. Instruction at this State College is more individualized.
3. The State College has a higher salary scale than the majority of private colleges.
4. More emphasis is placed upon physical activities, especially gymnastics and aquatics.
5. Student teachers spend a full semester in the student teaching program, and have an opportunity to work at various grade levels during this time.
6. State colleges focus greater attention upon the training of teachers.
7. Little, if any, pressure is exerted upon the athletic department by the alumni.
8. The Health and Physical Education Department has a strong voice in the overall philosophy of the college, i.e. in setting up objectives, establishing policies, etc.
9. There is strong interdepartmental cooperation.
10. The low cost brings in many fine students who are not financially capable of meeting the costs at other institutions.
11. Generally speaking, the facilities are very good.
12. The number of members on the staff is increased to meet the increase in student population.

Indications of Inferiority:

1. Limited library
2. Limited laboratory facilities, particularly in the area of physiology.
3. A tendency toward narrow interest.
4. Inadequate facilities for research.
5. No Masters Degree program.

Comments Regarding Professional Preparation In Health And Physical Education By The Faculty Personnel At Institutions Other Than The State College

Ten replies were received from faculty personnel in private or state universities. On an average, the larger universities tend to feel that their training programs are equivalent to other institutions who trained teachers. The results of the first nine statements of the questionnaire indicate that there is little difference in regard to the academic and physical qualifications of the students who enter various colleges and universities. The university personnel believe that the liberal arts program is better in their type of institution--however, they tend to rate their training in health and physical education lower than do the personnel in state colleges. It is interesting to note that the professional education of the student is rated higher by the state college personnel than the university personnel for their respective institutions.

The university personnel do not seem to have as great a conviction regarding the capability of their graduates in the field of health and physical education as do the state college personnel. The program of graduate study is apparently superior in the university. So far as the administrative autonomy is concerned, the state college professors seem to be in a more favorable position than personnel in other institutions. This belief appears to be confirmed by the responses from university people.

In regard to the ninth question, there are several instances where the university respondents indicated that the prestige of their department in their parent institutions left something to be desired. None of the state college respondents felt that their prestige was anything less than equivalent, and the majority indicated that they are superior.

A brief run-down of the library facilities in the state college and other institutions clearly indicates the superiority of the university library in total volumes. However, the state colleges are better supplied with texts in health and physical education than are the university libraries.

The universities have faculties approximately five to ten times as large as do the state colleges. Nevertheless, the state colleges, in general, have larger faculties in the area of specialization in health and physical education than do the universities. The total enrollments of the universities are proportionately larger than those of state colleges in about the same proportion as for faculty personnel.

The state colleges, on the other hand, are training two to three times as many students in health and physical education than are the universities. The faculties of the state colleges are generally larger and it appears that there are more advanced degrees possessed by members of the state college faculties than by the members of the university staffs. This may not be proportionate but may be the result of the larger number of personnel on the faculties of the state colleges who offer a specialization in health and physical education.

The number of semester hours in general education required by the state colleges is rapidly approaching the number required in the liberal arts by the larger universities. In general, the number of semester hours in professional education and in health and physical education, are approximately equal to those required by the universities.

SUMMARY

The question regarding the uniqueness of the state college program does not allow too much discussion. The programs for students who major in health and physical education, whether at state college or another institution, are more alike than they are different.

One of the disadvantages confronting the state colleges is the lack of library volumes in the fields other than the area of specialization, although the library volumes in the area of specialization are equivalent or superior to those of other institutions.

The state college cannot provide a broad program of research since there are comparatively few other departments available to provide the necessary facilities and leadership. This does not preclude the fact, however, that state colleges which have graduate programs may carry on intensive and extensive research in selected areas.

The problem of faculty personnel in the state colleges is rapidly being solved by the increase in salaries at these institutions.

The state college is at an advantage administratively because it generally holds the position that receives approval of other departments of the college as well as from the administration.

It would be possible to evaluate many aspects of the state college program and compare the results to those found in other institutions. Perhaps it would suffice to say that the close relationship between the faculty and the students, the great emphasis upon health and physical education as an area of specialization, and the extremely fine student-teaching programs found in most of the state colleges, are the factors that differentiate or make the state college program unique.

The fact still remains that the training of fine teachers is dependent upon the personnel in an institution at a given time.

Finally, to say that any one state college is unique is probably easier than attempting to make generalizations about the uniqueness of a group of state colleges. It is the intent of this paper to provide some common bases upon which programs in health and physical education may be observed. On the basis of the results obtained, it is recommended that further study of selected items from this study be made to assist in the establishment of minimum standards that will guarantee an excellent training program in the field of health and physical education.

THE ROLE OF PRIVATE COLLEGES

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Any study of higher education in America would reveal numerous similarities and differences, strengths and weaknesses, traditions and innovations. Colleges and universities share many common educational objectives with their distinctive roles being determined by the specific nature of each individual institution. Quantitative appraisals can be accomplished without difficulty on such factors as enrollment, endowment, facilities, staff, salaries, and tuition. These items lend themselves to numerical description, but the problem is more complex where the qualitative judgment of educational programs is involved. It is within this context that the private college can assume a distinctive professional preparation role in physical education.

Common Educational Goals

Even a cursory review of college and university catalogues discloses a similarity of broad educational goals, with any diversity of purpose usually being identified with a particular program or specialized field of study. Educational distinction for any institution of higher learning is generally achieved through the quality of its curriculum, the creative efforts of its faculty, and the performance of its graduates.

The general objectives of higher education have been defined in various ways, and there is little appreciable difference between those ascribed to by private colleges and other types of collegiate institutions. Emphasis is accorded to the advancement of human knowledge and understanding, with the exception that the student will grow in personal and intellectual maturity. Attention is given to developing an educational environment which nurtures a spirit of inquiry and encourages sudents to think critically and creatively upon the complex dimensions of man's existence. Efforts are directed toward helping students acquire competencies and skills which will enrich their own lives and enable them to contribute constructively to the society of which they are a part. Almost universally, educational experiences are sought which influence the development of sound moral and ethical judgment in the solution of personal and social problems.

The extent to which any or all of these are realized is dependent upon the effectiveness and impact of the educational program sponsored by any single college or university. The means employed vary, and it is the distinctive character of the institution--its students, its faculty, its curriculum, its educational climate--which determine how successfully avowed purposes are achieved.

Mutual Responsibilities

In the specialized area of teacher preparation in physical education on both the undergraduate and graduate levels, private colleges share mutual responsibilities with their sister institutions similarly engaged.

Initially, they have an obligation to the students enrolled in the professional preparation curriculum. This encompasses the maintenance of a program which has academic integrity, characterized by a rational organization of courses possessing both intellectual breadth and depth. A responsible staff is required, qualified by the nature of their numbers, academic preparation, professional experience, and diversity of specialization, to give leadership to all phases of the professional education program. Adequate and available physical resources are necessary if a sound program of teacher preparation in physical education is to be maintained. These would include: Camps, classrooms, gymnasiums, laboratories, libraries, playing fields, physiotherapy units, public schools, research facilities, and swimming pools.

Basic obligations to faculty members are to be assumed by all institutions engaged in teacher preparation in physical education. It is to be expected that the selection of personnel be based on the same criteria applied in employing instructional staff for other departments. Procedures established regarding appointment, promotion, salary, and tenure are to be followed in all cases and be consistent with over-all institutional policy. Opportunities for professional growth, creative endeavor, and research are a vital part of the academic pattern and should be extended to faculty members of the physical education department. The fullest potential of the professional preparation program can only be achieved if it is educationally related to the total college curriculum. It cannot afford to function in an educational vacuum, apart from other instructional programs.

Responsibility of the college or university sponsoring a program of physical education professional preparation extends beyond the confines of the institution. This includes a concern for curriculum acceptance by regional accrediting agencies, as well as an awareness of the importance of meeting certification requirements established by state authorities. Efforts directed toward developing harmonious relationships with public and private agencies served, communities employing graduates, and the professional organizations established to advance and improve the field, enhance institutional and program status.

The Private College Dilemma

Current trends in higher education give every indication of increased public expenditures in the future for education beyond the secondary school level. Private colleges engaged in professional preparation in physical education are presently confronted with competing with publicly supported teachers colleges and universities sponsoring similar programs at lower tuition costs. It is inevitable that for reasons of economic necessity, some institutions face this problem by undertaking a carefully conceived plan of self-examination and evaluation.

A close relationship exists between excellence and uniqueness in curricular offerings and the attraction of financial support from a variety of independent sources. Extensive financial expenditures are required to underwrite sound professional preparation programs on both the undergraduate and graduate levels. When conducted under the handicaps of limited faculty, inadequate facilities, and token administrative support, the advisability of continuing these warrents serious consideration. In those institutions where the professional curriculum serves as an adjunct to the maintenance of strong athletic teams, serious questions might also be raised.

Economic pressures in independent colleges translate themselves into problems of increased competition for students, faculty retention and stability, improved public relations, and curriculum evaluation. These conditions are directly related to, and have their effect on, physical education professional preparation programs. Many smaller institutions are limited by the nature of their resources in the extent to which they can provide professional specialization in a wide variety of fields. The private college cannot expect to be "all things unto all people". The answer does not lie necessarily in becoming a replica of the large university on a minature scale. Private colleges are challenged to build on their present strengths, developing excellence in those areas which give the greatest promise and in which they can develop qualitative and distinctive educational curriculums.

Possibilities for Distinctive Contributions

Despite the ever increasing problems and limitations, private colleges, which presently maintain professional preparation programs, are in an advantageous position to make unique contributions in this field. Smaller institutions are particularly suited to the development of a wholesome college community identification by both students and faculty. Loyal and dedicated professors foster a desirable learning climate in which close student-faculty relationships exist. The nature of the setting is conducive to achieving a feeling of purpose subscribed to by all persons associated with the educational enterprise. Private colleges ordinarily have a simplified administrative structure which permits greater unity and flexibility in the conduct of educational programs. Their independent status provides considerable freedom of operation in the implementation of desirable curricular change. It is within this frame of reference that the following possibilities for distinctive contributions to be made by the private college lie:

1. Course integration. Many private colleges are ideally suited to integrate course content. Cooperative curriculum study and planning are more easily achieved where the organization of departments is not complex. Integration possibilities exist within the field of professional preparation, as well as with other related divisions in the institution. Opportunities for eliminating costly duplication and fragmentation of course content can be capitalized upon most readily by private colleges.

2. Experience-oriented curriculum. Education in the independent college lends itself to an experience-oriented curriculum. Possibilities for field experiences prevail in many aspects of the small college atmosphere. A wide variety of laboratory and leadership opportunities in intercollegiate athletics, intramurals, teaching, research, and community participation can be made available to a large number of students majoring in physical education.

3. Program experimentation. Program experimentation offers a fertile field of exploration for the institution with imaginative leadership. There is no assurance that present curriculum approaches to teacher preparation in physical education are achieving the best possible results. The development of new and better ways of preparing future physical educators can well be one of the most important contributions to be made by private colleges.

4. Challenging the gifted student. Independent colleges are in a position to institute innovations in the realm of challenging the gifted student enrolled in the professional preparation curriculum. Honor courses, independent study, and foreign student exchanges are not beyond possibility for private college sponsorship.

5. Interdisciplinary research. Academic life on a small college campus requires cooperation between departments if institutional objectives are to be achieved. The possibilities for interdisciplinary research in the private college are not to be overlooked as a means

for enhancing the professional preparation program in physical education.

6. Interinstitutional cooperation. The way to interinstitutional cooperation in professional preparation can be led by independent colleges. In combating the limitations of faculty, facilities, and funds, private institutions within close proximity of each other could develop sharing arrangements of human and physical resources to the mutual benefit of programs and colleges involved.

These are representative of some of the distinctive contributions which the nature and character of the private college make possible. By no means are these the sole province of the independent institution. A variety of influences are in operation in every college and university situation, making some of these possibilities more evident than others. Organizationally, however, private colleges have numerous opportunities for providing qualitative professional preparation experiences which have potential for charting the course for future progress in this field.

THE ROLE OF PUBLIC UNIVERSITIES IN PHYSICAL EDUCATION PROFESSIONAL PREPARATION

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University of California, Berkeley

Since World War II, state governments have realized the need for studies of systems of higher education. This concern has been prompted by such factors as: (1) rapidly increasing enrollments; (2) increase in competition for the tax dollar; (3) increased demand for better trained manpower; (4) needless duplication; (5) unhealthy competition for students, and (6) ambitions of individual institutions which conflict with or infringe upon the established aspirations and functions of other state schools. From these studies and others likely to follow, there may emerge more clear-cut differentiation of the roles of different types of institutions as defined by state commissions and councils charged with the task of coordination of higher education within each of the states.

> "The need for coordinated action and the specific educational areas feasible for such action obviously vary greatly among the states of the Union . . . .
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> "Inefficiencies resulting from lack of coordination can be eliminated without changing the legal position or the individuality of institutions of higher education, without regimenting them and without subjecting them to undue political interference." (1)

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(1) (National Education Association), Educational Policies Commission, Higher Education in a Decade of Decision, Washington, D. C., (the Commission), 1957. p. 118.

Stone (2) reviewed 25 studies conducted in twenty-four states between 1946 and 1960. He gave primary attention to the kinds and degrees of differences in programs, in students, and in faculties as they apply to teacher education. He concluded:

> Repeatedly pointed out by these studies has been the excessive, unnecessary and unwholesome duplication of programs by institutions of higher learning. Thus these studies have urged the restriction of certain programs to specific institutions, to, in effect, differentiate between institutions as to their functions. In most cases, state control has been recommended to accomplish this.
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> Differences between states as to teacher education programs have been shown to considerable. However, certain trends can be seen from the recommendations made by these studies. Most institutions were advised to offer teacher preparation programs in both the elementary and secondary levels, and to cap these with master's programs. Universities, however, often were advised to offer programs through the doctorate and to provide the sole instruction in certain specialized programs such as the preparation of school administrators, teachers of exceptional children, counseling-psychology personnel, and the like.
>
> While most studies gave some attention to the problem of differentiation in teacher education programs, relatively little emphasis was given in these studies to the ability level of students within and among the institutions. Relatively little emphasis, also, was given to differences within and between the faculties of the institutions. Where attention was given to student and faculty ability levels, the recommendations generally were that standards be raised.

The state of California has acted to attain coordination of public higher education to provide for orderly expansion to meet booming enrollments, to provide high quality education with maximum economy and to prevent costly duplication of effort and facilities.

Educators in California have been cognizant that higher education for the ever increasing numbers of youth in the state represents one of the most crucial problems brought out by the dynamic population growth in the state. According to projections for 1975, there will be three times as many students attending colleges and universities in the state as at present. California is expected to have a population of over 45 million by the 2000, with 1,200,000 students in its colleges and universities. If present trends continue, the University alone will be expected to provide for about 119,000 students by 1975 and about 214,000 students by 2000, compared with the 1959 fall enrollment of about 44,500. (3)

In July, 1958, the Board of Regents of the University of California issued the following statement as recommended by the full Academic

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(2) Stone, James C., Differentiation of Functions in Higher Education as Seen by Professional Studies. Unpublished.

(3) Report of the President for the Academic Year, 1959-60, University of California... p. 2-3.

Senate and endorsed by Chancellors of both the Los Angeles and Berkeley campuses: (4)

> The Berkeley and Los Angeles campuses shall be comprehensive in nature. Each shall have a broad program that seeks to realize the controlling purposes of the University as defined in A Restudy of the Needs of California in Higher Education. (5)
>
> (a) Research directed toward advancing the understanding of the natural world and the interpretation of human history, and of the great creations of human insight and imagination;
> (b) Instruction of able young people, not merely by transmitting to them established knowledge and skills, but by helping them to experience with their teachers the actual processes of developing and testing new hypotheses and fresh interpretations in many fields;
> (c) Training for professional careers - a training not merely routine, but grounded in understanding of relevant sciences and literatures, and enlightened by some experience of the methods by which the boundaries of knowledge are pushed back; and
> (d) Various sorts of expert Public Services.

The 1959 California legislature acted wisely when, pursuant to action of the State Board of Education and the Board of Regents of the University of California, it authorized a basic study and the preparation of a Master Plan for Higher Education in the state of California to meet the needs during the next 10 years and thereafter. Included in the recommendations of The Master Plan for the Coordination of Public Higher Education was the following statement with reference to the role of the University:

> The University shall provide instruction in the liberal arts and sciences, and in the professions, including teacher education, and shall have exclusive jurisdiction over training for the professions including but not by way of limitation, dentistry, law, medicine, veterinary medicine and graduate architecture. The University shall have the sole authority in public higher education to award the doctor's degree in all fields of learning, except that it may agree with the state colleges to award joint doctor's degrees in selected fields. The University shall be the primary state-supported academic agency for research, and the Regents shall make reasonable provision for the use of its library and research facilities by qualified members of the faculties of other higher

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(4) University Bulletin. A weekly bulletin for the staff of the University of California, 7:2-8; July 28, 1958.

(5) A Restudy of the Needs of California in Higher Education - Prepared for the Liaison Committee of The Regents of the University of California and the California State Board of Education. California State Department of Education, Sacramento, 1955. p. 74.

educational institutions, public and private. (6)

The Board of Regents also approved the initiation of a program under which selected graduate students at Stanford University and the University of California at Berkeley will be "permitted to take courses at the other university and to receive credit for these courses at the 'home' university without additional cost to the student . . . and the use by students and faculty of the libraries of each university." (7)

In June, 1960, The Board of Regents approved "A Recommended Plan of Growth for the University of California" as a basis for planning the facilities beyond 1975 to 2000. With reference to the plan, the President stated that the University's admission policies would continue very much as at present: "The proportion of high school graduates eligible for admission to the University's freshman class will be about one-eighth instead of one-seventh." (8)

Traditionally, public universities have four common functions: 1. research, 2. instruction, 3. preparation of able students for the professions, and 4. public service.

Research

A common role and function of public universities is research. In regard to this point, the Educational Policies Commission has stated:

> To push back the frontiers of knowledge is a recognized function of higher education, which rests particularly upon universities, graduate and professional schools, and scientific institutions . . .
>
> It is particularly important that universities and advanced institutes concern themselves with basic research . . . The line between pure and applied research is elusive but in an institution of higher education the first should be emphasized. In the interest of higher education, of the economy, and of knowledge itself, basic research is an academic responsibility not to be minimized. (9)

A university department of physical education should be productive in research, both basic and applied, with basic research its primary responsibility. This allocation of responsibility to the state university, rather than to state colleges, is justified since research is costly in faculty time, laboratory equipment, and plant space. However, modest research programs should be encouraged in state colleges to enrich teaching and to elevate the intellectual climate of the entire institution.

Research is directly related to the survival of physical education as a profession and to its inclusion as a part of the curriculum. The time has passed when tradition and emotional appeal will assure retention of physical education in the school curriculum. We need an ever increasing body of knowledge emerging from research which will provide proof of the utility and desirability of its offering.

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(6) University Bulletin, a weekly bulletin for the staff of the University of California, 8:20:100; January 4, 1960.

(7) Ibid., p. 8.

(8) Report of the President for the Academic Year 1959-60, University of California, p. 4.

(9) Educational Policies Commission, op. cit., p. 64-66.

The necessity for marshalling such a body of evidence increases in times of stress. The depression years taught the profession a lesson (or should have) of what can happen when the pressure is applied. Competition for the tax dollar, as during depression years, continues. Currently, we have additional stresses -- the pressure of lack of physical space for increasing enrollments at all levels and changing emphases on certain subjects in the curriculum. Suggestions are again coming forth ''cut down'' or ''eliminate.''

The status of physical education as a profession may depend, in large measure, on the quality and quantity of research which can be produced. The main body of basic research will come from those universities which provide the essential laboratory space, employ physical education faculty members interested in and qualified to produce the research, and allow them time in their work loads to do so. Some of this research can be produced as an interdisciplinary cooperative enterprise and some by students at the graduate level as a part of their professional preparation in physical education.

Faculty

The greatness of a college or university is largely determined by the quality of its faculty. The recruitment and retention of an outstanding faculty is thus a common objective of all types of institutions. Satisfactory working conditions, attractive salaries, adequate laboratory and library facilities, time to pursue research, and opportunities for in-service professional growth are factors likely to attract and retain university faculty members.

The institution should provide its own faculty members with experiences designed to improve their competences. David (10) points to this need in stating:

> But there is no excuse for those of us now in the profession, from whom the oncoming generation of teachers learns about teaching by direct experience, to admit quite frankly that we do not necessarily epitomize effective teaching. Some of us, now in the upper echelons of the academic hierarchy, who wield considerable power with respect to the character of college teaching, were poorly prepared for teaching, have long taught poorly, and are not likely to improve with age and experience.
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> It may sound rude, even though it is not so intended, to suggest

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(10) David, Henry, ''What are the Basic Problems in the Preparation of College Teachers?'' Current Issues in Higher Education, the proceedings of the Fifteenth Annual National Conference on Higher Education, Chicago, Illinois: March 6-9, 1960. Washington, D. C.: Association for Higher Education, p. 182.

that some of the emphasis upon the better preparation of future teachers may be somewhat misplaced. Some of it might with profit be placed upon the urgent need to improve the quality of present teaching personnel. Unless undergraduate and graduate students encounter effective teachers -- teachers who know what they are doing and why, who are excited about learning themselves, and who have happily found and cultivated a personal style which excites learning in others -- unless they encounter such teachers, they have no models to help shape their own development into effective teachers.

Able Students

Another common role of public universities is to select able students for preparation for the professions. This role includes the teaching profession. Some state universities currently are required to admit students from high schools within the state. When students engaged in physical education professional preparation demonstrate their lack of motivation or ability to satisfactorily pursue university studies, they should be weeded out in all fairness to the profession. Too frequently poor students have been accepted in physical education when they were unwanted by other departments. Continuance of such practices leads to lack of respect and disrepute of the physical education profession. The professional curriculum should not be judged by the number of students enrolled in it, but rather by the extent and manner in which it contributes to the purposes of the university.

Instruction

The curriculum in all public universities for physical education professional preparation should contribute to the development of the well-educated person; should provide experiences out of which come the common knowledges, understandings, skills and motivations needed by all teachers; should provide for adaptation of experiences to promote in each student the attainment of minimum competences needed for the beginning teacher. (11) No set pattern of curriculum organization is recommended here.

A balanced program of physical education should prevail on each campus to exemplify excellent practice and to serve as a laboratory for improving the competences of prospective teachers. The preservice teacher learns by example. Accordingly, excellent instruction should prevail in all classes offered by the Department of Physical

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(11) Evaluation Standards and Guide in Health Education, Physical Education and Recreation Education, American Association for Health, Physical Education and Recreation, Washington, D. C., 1959. p. 19. Also see - Armstrong, W. Earl, "The Teacher Education Curriculum" Journal of Teacher Education, 8:3; Sept., 1957, and Woodring Paul, "Basic Agreements in Teacher Education," Journal of Teacher Education, 6:2; June, 1955.

Education. Programs of intramural sports and intercollegiate athletics should be of high quality, should demonstrate superior adminstration and organization, and should create a favorable image of the institution. Intercollegiate athletics should be conducted under strict adherence to conference and National Collegiate Athletic Association regulations.

The institution should provide teachers with in-service opportunities to improve their competences. The most a university can hope for is to develop the minimum competences essential for the beginning teacher. It is imperative, therefore, that the institution render public service through sponsorship of clinics, institutes, conferences and workshops at such times as teachers are free to participate. Summer session offerings should include courses likely to best serve the teacher who is comparatively new to the field. Alumni bulletins can be useful in informing teachers of worthwhile literature, new services, sources of helpful information, and announcements of forthcoming meetings designed to stimulate professional growth. Some universities follow up their graduates by visiting them in the field in the effort to render assistance to them and to discover gaps and weaknesses in their professional preparation.

Public universities, when qualified, should offer professional preparation for the Ed.D. or Ph.D. degree or both. They, as well as other types of institutions, have a social responsibility to offer professional preparation in physical education only to the extent that they are qualified to do so. This principle applies to programs leading to the bachelors degree, the master's degree and the doctorate. Its full acceptance by members of the physical education profession would eliminate much of the unwholesome and unbridled competition, costly duplication and certainly, in some cases, programs which are a sad commentary on the physical education profession.

We urgently need some realistic self-evaluations of what we are doing in physical education professional preparation.

Liaison Relations

The institution should keep counselors and physical education faculty members in high schools and other colleges informed about entrance requirements in the effort to facilitate the transfer of students to the university. The information should include general admission requirements, the expected minimum skill competences, and prerequisites for courses.

A high quality program of teacher preparation will prevail if the essential ingredients are available. The are: 1. an excellent faculty, 2. able students, 3. well-stocked library, 4. a balanced program of physical education with facilities and equipment for the same, and 5. facilities for student and faculty research.

I should add another criterion--an understanding and appreciative faculty, one which considers all teacher preparation, including physical education, an institution-wide responsibility and cooperative enterprise.(12)

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(12) See-Report of the Second Bowling Green Conference, The Education of Teachers - New Perspectives. National Commission on Teacher Education and Professional Standards, Washington, D. C., 1958.

THE ROLE OF PRIVATE UNIVERSITIES

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Mutuality of Responsibility

When Dr. Nixon invited me to prepare this paper he wrote, "I hope you will give your general observations which might be applicable to large, private universities throughout the country with respect to unique roles you believe they should play, as well as roles they have in common with other types of higher education.

Most certainly, I should be professionally honest with the august body assembled here. Thus, let me hasten to admit that I accepted the invitation in a moment of indecision and with some misgivings about the topic; these doubts have multipled with serious deliberation during the ensuing months.

In brief, I think it can be stated with assurance that the role of private universities approximates in both degree and kind the responsibilities assumed by any college or university that accepts the task of developing improved leadership in our field. Some years ago, perhaps, private universities may have had a slightly "unique" role (compared with publicly-supported institutions) in that the former were allowed greater freedom to explore new ideas and pursue new ventures. But those days have passed. Actually, administrative direction in many private institutions today places such emphasis on academic pursuits that restrictions often are imposed on professional preparation in education as a whole and physical education in particular. Numerous examples of this trend can be cited.

A diligent search for uniqueness among private universities may reveal at least one -- their potential in securing financial grants for graduate student and staff research. Certain foundations and agencies with available funds sometimes favor the private institution. By tradition, other types of colleges and universities frequently are regarded as having an unique function in the preparation of educational leaders for immediate service in the field, with pure or applied research looked upon as a secondary function. Doubtless, I'm treading on dangerous ground in presenting this item; some of you will disagree with the view expressed. So, let's say it in another way. Perhaps the unique role of private universities (and to some extent, at least, their livelihood) depends upon the ability of staff members and the administration to envision new frontiers in need of research and to obtain financial grants for the pursuance of these areas. Most private universities have excellent facilities for broad-guage research that utilizes the resources of various units representing education, medicine, public health, law, engineering, psychology, history, sociology, extensive libraries, and others. And the combination of resources is necessary to produce most of the significant research needed. We might agree, furthermore, that the interdependence of biological forces and those occasioned by changes in social culture make enlightened research a "must" for all of us in the years ahead.

As a general rule, however, I can't find valid evidence that private universities have substantial unique qualities for the task under discussion. Rather, the mutuality of interests among all kinds of institutions seems to represent a sounder point of view.

Brief Comment on Selected Problems

If you will accept this hypothesis of mutuality of interests among private and publicly supported institutions, let us further assume that previous speakers have presented most of the basic problems relating to professional education. To avoid repetition and redundance may I beg your indulgence by using my remaining minutes to comment briefly upon certain problems, many of which have been well pinpointed by men you have just heard. I've chosen a few issues about which I have strong convictions with reference to directions we might take to improve the quality of young men and women who will carry tomorrow's torch for health education, physical education, and recreation. Doubtless, most of us will agree on the problems per se; strong dissenting votes might be cast by some of you on the brief analyses. Such comments naturally become a part of the discussion period scheduled to follow.

One problem deals with the seeming reticence of educators, in general, to accept new ideas. Cultural pressures demand changes in education that better equip youth to meet the inevitable challenges of their generation. Teacher education in all fields has a serious responsibility here. Perhaps our three related fields of health education, physical education, and recreation present a teacher-education situation of greater magnitude than most other areas face due to the coordinated forces of community groups represented by official agencies, voluntary organizations, and private enterprise. No other area of education must recognize these forces to the same degree that confronts us. Let us not be afraid to experiment intelligently with new ideas as they relate to purpose or objectives, program, improved instructional techniques (including teaching machines and television), administration (including public relations), and research.

A corollary issue concerns the tendency by some of our people to embrace opportunism as they jumb from one emphasis to another in teacher education with clearly established goals and well-defined purpose. As an example, take the current matter of fitness. Most persons agree that American youth need higher levels of fitness, characterized by the adjectives, "physical," "emotional," "social," and "spiritual." But some of our colleagues seem to cherish the belief that "physical" fitness alone will do the trick. Informed educators realize that total fitness embodies something more than strength and vigor, and that many programs in schools and colleges (in addition to physical education) have distinct contributions to make in the development of total fitness. Similar examples of opportunism might be cited with reference to athletics, the dance, or any program activity that limits the rich, educational potentials of our field. Let us not persist in such errors.

Another problem that, in part, affects professional preparation is the increasing number of good young men and women who leave physical education to accept other, and responsible, educational positions.

Increasingly, these men and women become college presidents, assistants to college presidents, deans, school superintendents and principals, guidance counselors, curriculum coordinators, administrators or executives in educational foundations, and others. This shift may have either favorable or unfavorable results: favorable, when these persons bring to their new assignments strong and active convictions relative to the important stature of our discipline; unfavorable, when the profession loses these good people; and when (as sometimes happens) they join the group that proposes abolition or restriction of the physical education requirement. In the latter instance, teacher preparation seemingly has failed both to develop in these persons proper attitudes toward the value of physical education and to stimulate a wholesome image of the subject among their colleagues in other departments, while pursuing undergraduate and graduate study.

Recruitment constitutes a never-ending and serious problem. In addition to college entrance examinations (or whatever substitute the institution may employ), several institutions now profit by: 1. obtaining descriptive evidence of prospective student competence furnished by qualified persons who know the candidate; 2. conducting personal interviews with candidates; and 3. applying entrance examinations that include health appraisal of applicants, neuromuscular skill, and activity knowledge. Not only do we need better men in physical education, the situation with respect to outstanding women personnel is alarming.

No list of problems, however brief, can omit the matter of program. Great care must be exercised to insure that the program encompasses three large areas sometimes described as: 1. general education -- required of all students to establish a sound cultural background; 2. professional education -- common for all candidates planning careers in schools and colleges; and 3. specialized professional education -- for majors and minors in specific fields. With reference to "specialized professional education," teacher preparation in physical education should continue to emphasize the biological sciences and, in many institutions, provide broader experiences in the social sciences, because most life activities have social, as well as biological, implications. Further, "specialized professional education" should expose students to a broad range of areas such as health education, safety education, recreation, outdoor education and camping; and specific activities like conditioning, bowling, and movement education. And most institutions would profit by enriching student opportunities (both undergraduate and graduate) to observe and participate in outstanding programs -- under competent supervision.

Perhaps a few words will suffice about the last three problems represented in this brief discussion. On certification, antiquated state standards need revision in terms of: general areas rather than specifics; increased reciprocity among states leading toward national certification; special certificates for directors of combined programs (health education, physical education, and recreation); dual certification for athletic coaches recruited from subjects other than physical education; and more attention given to our field in the certification of elementary teachers for self-contained classrooms. With reference to placement and follow-up, these items are essential aspects of effective preparation. And lastly, teacher education has a responsibility concerning professional associations: to help young men and women appreciate the importance of these organizations; to participate in making them "working" groups and their conference or convention programs professionally inspirational rather than social functions; and to demand better services from these associations in meeting the professional needs of members and society as a whole.

Concluding Statements

Concluding statements may well emphasize the College Physical Education Association's role in the improvement of teacher preparation and the mutuality of responsibilities among the various types of institutions concerned therewith. True leadership reflects the ability of persons to: 1. evaluate correctly the direction of significant cultural developments; 2. deal effectively with personalities and forces that count; and 3. maintain sympathetic and helpful attitudes plus appropriate action toward groups in need of assistance. We oftentimes talk about the future in our deliberations; rather, should we not take the position that the "future" has waited long enough? Perhaps we should keep in mind that a profession is not necessarily and totally the product of its professional schools; more likely, professional schools are the product of a profession. And in the final analysis, the success of any profession depends largely upon the rank and file of persons in that profession doing their best.

INTERN PROGRAMS FOR TEACHERS

John E. Nixon
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This report briefly summarizes the rationale for the intern type of teacher education program now rapidly developing in many institutions throughout the country. The general principles underlying intern programs are being applied in various ways at specific institutions. This report presents the major elements of the program in one institution (1) and supplements the sound film strip presentation of the intern program at the Southern Illinois University.

"Internship" usually is defined as a continuous time period (ranging from a year to a year and one half) agreed upon by the college and the cooperating public school, when a graduate student participates intensively in formal course work, seminars, and in planned and supervised experiences in schools which prepare him for teaching through observation, participation and the gradual increasing assumption of the normal professional responsibilities of fully qualified teachers.

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(1) Material in this report is from several unpublished documents of the Stanford University Secondary Education Project, supported by The Fund for the Advancement of Education, The Ford Foundation.

Important assumptions underlying the intern program are:

1. A fully prepared teacher requires a well-rounded general education and both a broad and deep understanding of the subject matter field he is to teach.
2. Clinical experience and theoretical subject matter in professional education are both necessary. Each needs to be functionally related to the other.
3. Superior high school teachers can most effectively be prepared by involvement in extended periods of observation and teaching in schools which are, themselves, as nearly ideal in their curriculum and teaching paractices as they can be. These schools arrange for interns to work under the close, daily supervision of experienced teachers who serve as models of superior teaching.
4. Knowledge from the relevant foundation fields (psychology, sociology, anthropology, etc.) is essential in the professional education of any trainee in any profession. Seminar experiences in the foundations should be accompanied by continuous field experiences.

The intern's program in the graduate year at Stanford University may be compared to typical requirements in traditional teacher education programs in California, as follows:

Distribution of Course Credits in the Intern Program	Distribution of Course Credits in Existing Programs
1/3 devoted to courses in the major subject	1/5 devoted to courses in the major and minor subject
1/3 devoted to internship and field work	1/5 devoted to observation and student teaching
1/3 devoted to continuing professional seminar	3/5 devoted to general, foundation, and special methods courses in Education

Four major differences in the two programs may be noted:

1. The intern program has more time devoted to study of the major teaching field and less to theoretical course work in education.
2. The intern has continuous experience with high school pupils throughout his training period, as an observer, then as teacher assistant and finally as a teacher. He is supervised by master teachers in the school, and by a subject matter specialist and an education methodological specialist from the University.
3. The Intern Program organizes all professional education as one continuing professional seminar with related practicum and field work, as contrasted to the usual program of several specific education courses for varying units of credits.
4. The professional seminars in the Intern Program constitute a unified whole with continuity and cumulative experience built around case studies of teaching which focus upon the different tasks a teacher is

required to perform in his professional role and the different problems a teacher faces in his daily work.

The Intern Program begins with an eight-week summer session, followed by an academic year of assignment to a local school, and culminates with another eight-week summer session.

First Summer

a. Assure outstanding subject matter competence, and inspire vigor and enthusiasm to the teaching field of knowledge, by taking courses in the major field needed to fill in gaps and bring trainees up to date, based on the undergraduate major in that subject field.

b. Introduce the trainee as quickly, fully, and safely as possible into the teaching role, through seminars at the University and by the assignment of the intern to high school master teachers in nearby summer school programs. The intern will observe and will assist the teacher.

c. Begin the preparation of course and unit outlines for the classes the intern will teach in the academic year.

Academic Year

a. Teach four high school classes in his major subject field; receive 3/5ths of the salary of a regular teacher. No assignments to extra curricular programs.

b. Under continuous supervision by an experienced "master teacher" in that school.

c. Supervised once a month by a professor in the subject field and by a professor who is a specialist in the methodology of the subject.

d. Attend a weekly, three-hour evening seminar at the University, taught by University specialists and by the supervising teachers from the schools, with emphasis on relating educational theory and practice as closely as possible.

e. Every other week interns in a major subject field meet together in a seminar with a University subject matter specialist, an educationist who is a specialist in the teaching of that subject, and one or more supervising teachers from high schools. Attention is focused on specific classroom problems of the intern.

f. In the alternate week, interns from all major fields meet together in a general seminar staffed by a team of specialists from secondary education, psychology, sociology, anthropology, and psychiatry. This seminar is organized around interdisciplinary discussions and interpretations of specific case studies of classrooms. Some case studies will involve the interns themselves, based on tape recordings taken in class and played back at the seminar for discussion and critique by the specialists. The major purpose is for interns to learn to draw upon the theoretical and scientific foundations of educational practice to solve specific teaching problems which may arise, as opposed to providing young teachers with a "bag of tricks" as a source of meeting teaching difficulties.

Second Summer

a. In this eight-week period the intern returns to the role of student, both in additional subject matter preparation and in relation to professional knowledge.

b. In addition, the intern again is assigned to summer school classes in a nearby high school, as an observer, and also as an assistant to the new incoming group of interns who are in their first summer of training.

c. Courses in the University continue to illustrate that the search, adventure, and increase of competence in one's own subject is a never-ending obligation and a great source of satisfaction to the dedicated teacher.

d. The professional education work now focuses on the broader, more speculative, aspects of what the intern is doing, and what is happening in education generally, in an historical, philosophical, and comparative world perspective. It is believed that the year of teaching experience is at least the minimum essential background necessary to cope meaningfully with these issues, as opposed to traditional teacher training progressions which begin with these important humanistic aspects of life.

Teacher competence, what a competent teacher must be able to do well, serves as the criterion for the selection of the crucial content of the professional seminars referred to above. The University has prepared a detailed statement of teacher competence which will undergo continuous revision and refinement as new insights are developed regarding the necessary competencies to be developed in the teacher education program. These seminars are in no way merely a rearrangement of bits and pieces of the traditional courses in education; rather, the new organization of the content of the seminars is based on the reflective judgment of the faculty that such a program can more effectively prepare competent teachers.

THE GRADUATE INTERNSHIP IN EDUCATION

Edward J. Shea
Southern Illinois University

The filmstrip which you have observed, while dealing with the internship for the administrator, provides the essential information to understand the nature of the total graduate internship program. A few of the important facts concerning the program may be reviewed in order to suggest possibilities for its use, in relation to an extension of the program for physical education.

In their effort to provide practical training for the educators of the future, institutions of higher learning in America are finding it desirable to cooperate with the public schools. Many colleges and universities are sending graduate students into public schools on certain guided, field experiences which make application of theory taught in college courses on campus. A number of institutions of higher learning are establishing graduate internships in which the students supplement academic course work with field experiences in apprived public schools. This kind of program offers a more practical training of prospective educators working with boys and girls in a learning-by-doing process than is possible through a traditional college curriculum.

In addition to the regular master's degree program, Southern Illinois University, a few years ago, designed a curriculum especially for the graduate student who wanted to learn to become a master teacher, supervisor, or administrator by working on the job for a school year under both public school and University supervision. The name adopted for this particular program was the Southern Illinois University Plan for Graduate Internship in the Field of Education.

Southern Illinois University is one of the pioneer institutions of higher learning to develop a graduate internship plan in the field of education in which the student works in a public school five days a week for a period of nine months. The plan was conceived and developed during the 1949-1950 school year. It grew out of an educational conference between the staff of the College of Education and the public school administrators in the 31 Illinois counties nearest Southern Illinois University.

When the outline of the program was completed, more than 500 elementary and high school principals, public school superintendents, and county superintendents were notified by letter of its development. Of the many comments received, not one was adverse. School administrators generally approved the program. It remained, however, to convince students of the value of the extra-long and rigorous program of training.

At the time the plan was announced, most students preferred to earn their graduate degree in education by the established nine-month program on campus. There were only two applicants the first year. Since 1950-1951 thirty-seven graduate students have earned their master's degree under the internship plan.

The interns have left little doubt as to the intense value of internship. Most of them occupy top positions in various educational fields for which they were trained. One intern who graduated three years ago put it this way:

> I feel that internship really pays off. All of the interns of my acquaintance have found themselves both professionally and financially eight to ten years ahead of their classmates who graduated by taking the traditional curriculum.

It has been found that boards of education and school superintendents are eager to secure teachers, supervisors, and administrators who have been trained in the internship program. It is believed that graduates of the internship plan are in demand primarily because their complete graduate program is tailor made. The intern is being constantly evaluated by both the public school coordinator and the university supervisor. As a result, weak points of the individual student are constantly being strengthened throughout his total graduate program.

The staff of the College of Education at the University feels that the preparation of master teachers, supervisors, and administrators is as important as the preparation of medical doctors and that a system of internship is as necessary for one as for the other. It is further felt that the master educator needs to become thoroughly acquainted with an actual public school situation, to learn to evaluate theory by trying it in practice, and particularly to learn to take cognizance of his own progress from time to time, evaluating it by sound educational standards.

These aims, it is believed, can be effectively realized only in a program that provides actual experience in an actual situation -- a period of internship training. With these thoughts in mind, the following objectives have been proposed for the internship program on the master's degree level:

1. To develop better teachers, supervisors, and administrators than can be developed through a graduate program of theoretical training alone.
2. To make the transition from so-called student preparation to full-time teaching, supervising, or administering a gradual one.
3. To guide the intern in evaluating theory by trying it in practice.
4. To develop in the intern the correct interpretation of a code of professional ethics.
5. To provide opportunity for the intern to develop under guidance, desirable professional interests, habits, and ideals.
6. To provide a testing ground for the beginning educator on which it can be determined whether more training is needed in certain areas before he enters the teaching profession on a full-time basis.
7. To secure integration of theory and practice under competent and adequate supervision, before the intern enters a full-time teaching position.
8. To put the ideal of "learning by doing" into practice on the college level.
9. To provide graduate students with practical experience in working effectively with parents and other members of a community in developing the public school program.
10. To provide opportunity for the cooperating public school and its faculty to develop a clear understanding and acceptance of a new program in the school by intern leadership and university cooperation.

The Internship Program has been in effect for a period of 11 years at Southern Illinois University. The program offers three distinct and varied curriculum -- one each for teachers, supervisors, and administrators. The general pattern of the plan for all interns is as follows:

	Quarter Hours of Academic Credit
1. Attend summer classes at Southern Illinois University	12
2. Hold school position under internship supervision through a nine-month school year. During this period of time, the intern will be under the direct supervision of a University supervisor recommended by the Director of Teacher Training and Graduate Internship and the local public school coordinator. The following requirements must be fulfilled in this period:	

	Quarter Hours of Academic Credit
a. Field study	4
b. Two Saturday or evening courses	8
c. One-half school time devoted to a parcticum (1) assigned by the consultant	12, 24
d. One-half school time devoted to administrative, teaching, or supervisory duties agreed upon by the school administrator, the college supervisor, and the intern. The cooperating public school will pay the intern a salary which is approximately one-half the regular scheduled salary.	
3. Attend summer classes at Southern Illinois University	12
Total	48

The teacher internship program is offered to graduate students who desire to become master teachers. The intern chooses his program on either the elementary or secondary school level and interns in a cooperating public school under a competent administrator who has at least a master's degree and is willing to assist in the training of a master teacher.

The supervisor internship program is designed to meet the needs of the graduate student who desires to become a master supervisor, principally in the special subject matter areas of music, art, industrial arts, reading, arithmetic, and physical education. The intern works closely with a supervisor in one of the cooperating public schools, assuming full supervisory responsibilities as the school year progresses.

Administrator interns are assigned directly to a superintendent or principal and his assignments depend upon the special field in administration selected by the intern.

The local public school pays half of the regular scheduled salary. For this money the public school is guaranteed to receive services for one-half day during the term equal to or better than similar services that formerly had been carried out by regular staff members of the school. Southern Illinois University pays the cost of travel and of study guides used in the program and the salaries of consultants who supervise the program.

The following points are made in relation to the roles of the cooperating public school, the intern, and the University supervisor:

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(1) The practicum is devoted to tasks with which the intern may become involved during the time when he is not teaching or supervising--"doing the things which the school superintendent does not want to pay for but which the university supervisor feels he needs." Examples of such tasks might be: developing supervisory plans, designing experimental teaching projects, case studies, performing research on a practical problem, etc.

1. An internship must be initiated at the request of a public school administrator.

2. The intern, the director of the University Internship Training Program, the public school administrator, and the University supervisor jointly design the intern's complete program.

3. The University supervisor spends an entire day once a month at the school where the intern is employed evaluating and discussing program and experiences with the intern and school administrator. He also conducts Saturday seminars on campus for all interns.

4. Since a day-to-day contact with the intern is considered most important, it is felt that the public school personnel are primarily responsible for the accomplishment of a practical and meaningful internship program.

The University staff has defined three criteria that are constantly kept in mind throughout the planning of each intern's program: 1. the teaching profession must not be exploited; 2. the entire internship program must always be held at a respectable graduate level of proficiency; 3. the administrator of the cooperating school must be able to justify the program to his taxpayers and his staff. Southern Illinois University will not contract with any public school system to supply an intern year after year in order that the public school system can permanently eliminate a regularly employed teacher, supervisor, or assistant administrator. For this reason under no condition can two interns take the place of one regular teacher or supervisor in any cooperating school. Likewise, no intern majoring in administration can take the place of an assistant administrator.

Some of you may wish to note that the internship plan offers an excellent opportunity for the regular teacher on the job to make professional advancement through an in-service training program. Such a regular teacher of a particular public school must be approved in the usual manner -- by his chief public school administrator and by the University. Once the approval has been made, the teacher comes under the regular stipulations of the internship plan previously mentioned. The problem of freeing the in-service teacher of classes for one-half day, which is one of the internship requirements, can be met in one of two ways: 1. The board of education can contract with him for a full year's salary, stipulating that he must pay a substitute teacher, who has been approved by the chief administrator, for one-half time; or 2. the board of education can contract with him for approximately one-half year's salary, supplying a substitute teacher approved by the chief administrator for the remaining one-half year's salary. Therefore, it is possible to offer an in-service type of program on any of the three types of internship -- administration, supervision, or teaching.

The adaptability of the graduate internship program to the professional preparation of physical education personnel seems to be most feasible and worthy of consideration. This is particularly true concerning the teacher intern and the supervisor intern programs for the elementary school and the junior college.

1. The number of positions for men as teachers and supervisors of physical education in the elementary school has, within the past few years, been increasing in the State of Illinois. Neither the undergraduate practice teaching experience nor the conventional type of graduate assistant position, provides opportunities to develop the competencies required in fulfilling the duties associated with these types of positions. No other program of professional preparation seems to best combine the practical experience of the supervisor of physical education for elementary school children and the program of academic preparation which coincides and strengthens it. An intensive period of experience in planning programs with grade school teachers in a number of different schools, in teaching physical education activities to children and to teachers, and in supervising the total physical education program in a series of schools is not the common provisions of graduate programs. Nor do such graduate programs provide for the intensive supplementary program of supervision of the intern with an especially designed experience of a practicum nature and a tailor-made academic program. While the supervisor-intern must work closely with a master supervisor, he must in time assume actual responsibility in supervising as well as observing, participating, and planning.

2. The continuing emphasis on the need for junior colleges or community college development has prompted the Department of Higher Education at Southern Illinois University to initiate a graduate program of internships on the doctoral level. These programs will follow a pattern similar to, but slightly modified from, those of interns on other levels of education. The important difference will lie in the fact that the junior college intern will follow course work in accordance with the requirements designed for junior college teaching. Likewise, his teaching duties will be performed in the junior college. It should be possible to design teaching internships for physical education personnel who desire to enter the junior college field. It should also be possible to design teaching internships for students in colleges and universities which maintain a two-year teaching requirement for the doctor's degree for those students who do not meet the qualifications.

What is the future direction for the internship program? There is more nationwide interest today in the program of internships than appeared six years ago. At that time a survey conducted among all member colleges and universities of the American Association of Colleges of Teacher Education showed that 181, or 83 percent of the institutions, requested a continued interest in internship development in the United States. Of these, 31, or 14 percent, possessed a form of graduate internship in operation which was a part of the requirements toward earning a master's or doctor's degree. Ten years ago, a similar study showed only 10, or less than 1 percent, of similar institutions wished to have information regarding the progress of graduate internship programs throughout the country.

Whether an institution of higher learning is planning a new program of internship or re-examining the philosophy of an established program, affirmative answers to the following questions should prove fruitful in evaluating and developing a program projected in a positive direction:

1. Does the university staff re-examine its basic philosophy and objectives from time to time?
2. Are the supervisory staff and the cooperating public school staff in agreement upon the basic purposes of the program?
3. Do the cooperating public school facilities, including the cooperating staff, meet the high standards set by the university that are so necessary to a successful program?
4. Is the human relations program between the institution of higher learning and the cooperating public school such that there is excellent agreement among the cooperating public school staff, the intern, and the university supervisors as to the competencies required of the intern?
5. Are there sufficient pertinent textbooks, periodicals, study materials, and public school records and reports at the disposal of the intern?
6. Is the internship time interval of nine months' length for five days each week?
7. Are outside persons, such as representatives from state departments, professional organizations, and related, on-the-job training courses, available as consultants?
8. Is the program set up on an individual basis where a certain degree of flexibility prevails, making it a tailer-made program for each intern who has different interests, aptitudes and abilities?
9. Is the internship more than an errand-boy type of experience?
10. Does the intern have an opportunity to gain observation, participation, and responsibility in many worthwhile experiences during the course of the school year?

THE PURPOSES OF PHYSICAL EDUCATION IN HIGHER EDUCATION

Edward J. Shea
Southern Illinois University

The status of physical education in American colleges and universities has been quite firmly established during the past five decades. The liberalization and democratization of the college general studies curriculum with its increasing degree of emphasis on the education of the whole person and values made significant by the times have contributed greatly toward the inclusion of physical education as one of the general college requirements.

There has existed, however, in recent years, a rather constant and extensive degree of questioning concerning the place of physical education in the college program of instruction. Concern for seeking adequate answers to this questioning has been expressed not alone by college administrators and faculties in general, but also in the state, district, and national meetings of physical education personnel. The type of questions most frequently presented are: "What is the unique purpose of physical education in the college?" "What should be the purposes of physical education in the program of higher education?" "What does the program of physical education offer to students in institutions of higher learning that can be considered important enough to permit the program to continue to assume its present status?"

The present report is concerned with the role of physical education in the program of general education in colleges and universities as viewed by educators other than those directly related to the administration or teaching of the physical education program. The establishment of physical education as a requirement in the program of general or liberal education, it is assumed, is usually a result of the action of general faculties or, as has sometimes been the case, the action of faculties within specific schools or colleges. An expression from these faculties as to what they feel the purposes of physical education in the college program should be was requested through the deans of liberal arts and sciences, colleges of education, deans or vice-presidents in charge of instruction, and deans of colleges. These judgments were to be concerned with the order of importance of four purposes of physical education and also with the degree of importance of these purposes in relation to their contribution to the purposes of general education in the college. It was requested that such expressions as nearly as possible represent a reflection of the general opinion in this matter of the faculties who served under those who responded.

Four hundred and six of the 462 administrators representing private, state, and municipal senior colleges and universities in each of the continental United States submitted judgments on this matter.

The four purposes of physical education were selected on the basis of the frequency of statements of objectives occurring in physical education literature. Each of these are presented in the report which follows.

Health

The historical and traditional function of college physical education has been expressed in terms of its contribution to the health of students. The history of acceptance of this purpose is impressive and its position of prominency among listed purposes in survey reports through the years has been generously supported. Its position, as a purpose of first importance, has seldom been relinquished from the total list of purposes of physical education. It has been chiefly responsible, through various means, for the establishment of the status of physical education as an agency for the maintenance and improvement of student health.

Whatever the factors, college and university teachers and administrators rank health highest in order and degree of importance among the purposes of college physical education.

Sixty-two percent of the deans of instructional units representing the faculties who serve under them indicated health as a purpose which ranks first in importance, among four purposes of college physical education. Twenty-two percent of the judges ranked health second in the order of importance, while only two percent ranked it fourth. In every instance, judges who ranked health in the second order of importance placed the learning of leisure-time skills as their first choice. Of the deans who indicated health as a purpose of first-rank importance, sixty-one percent felt it to be highly important in relation to its role in general education, and twenty-nine percent as only moderate in this relationship.

The most numerous comments offered by the judges concerning college physical education were made in relation to the health purpose. They were invariably expressed in terms of the need for a devotion to a type of program different from what students are exposed to in high school; to those areas which the student is unable to receive in other phases of the college program; to evaluate the required activities in terms of what they may contribute physically to the student; to the relation of exercise to health both during and after college; and in general to an increased emphasis on the development and maintenance of physical fitness in terms of motivating students to want and to know how to keep fit to enjoy the activities involved in doing so. Frequent mention was made of the importance of the health purpose in terms of physical fitness for the types of lives college graduates will live in the future with its decreased demands on the use of the body. Questions were frequently presented as to whether the typical physical education program was achieving this purpose in view of what many felt was a decline in the physical fitness of the average undergraduate. The frequent reference to fitness was often expressed in relation to the need for the program to demonstrate its unique values without having to apologize for its concern for the fitness of the body which, they felt, is a worthwhile aim in itself.

Leisure-Time Skills

The role of leisure-time education within the total scope of our national educational effort has assumed a position of increasingly great importance in the past two decades. Its rate of growth has been particularly accelerated in the past ten years due to the enormous changes which have taken place in the social and economic lives of the American people. The manner in which our people devote their energies and attention to their leisure time has often been referred to as an index of prediction for the future of America.

The leisure-time skills purpose of the college physical education program was ranked second in the order of importance among the four stated purposes in this survey. One-third of the deans of academic units of instruction representing the opinion of the faculties who serve under them ranked the purpose first in order of importance, while nearly three-fourths placed the purpose in either the first or second position. Fifty-one percent of these judges feel that leisure-time skills as a purpose of college physical education is highly important in its contribution to the purposes of general education while a combined eighty-seven percent range from high to moderate in their opinions concerning its degree of importance.

These opinions are supported with expressions which see the need for the adult citizen to participate in some form of recreational activity which will permit him to maintain fitness and to secure pleasure and satisfaction through the years following college. Many feel that the college graduate will become a person of the professions and that a selection from among a variety of leisure-time physical skills which he most enjoys will aid him in following a pattern of skills for later life. Others recognize the fast pace of today's professional and business world and emphasize the need for leisure-time skills as a means of physical and mental relaxation and relief from tension. Others recognize it as a purpose which is shared by other departments or programs in the college, notably in literature, art, and music.

Sports

The selection of sports, or the teaching of sports, which are common to the American scene as one of the purposes of college physical education, was made on the basis of: 1. the rather prominent position which sports occupy in the college program of basic instruction in physical education, 2. their relation to a large segment of interest of the general population in this aspect of American culture; and 3. the seemingly different position which they occupy in the lives of people in the years following graduation from college and in later life, as compared with the skills commonly referred to in leisure time.

Of the four listed purposes of college physical education which were submitted to deans of instructional units, sports of the type described in the foregoing was ranked last in the order of importance. It is significant to observe that not one of the 406 judges offered an opinion of a first-order rank for this purpose. The relatively high percentage of judgments (63%) which have placed the purpose in the last order of importance provides an impressive weight of opinion to the quality of judgment concerning the relative value of the purpose

The degree of importance with which the outcomes to be achieved through participation in sports are related to the purposes of general education is nearly equally distributed between moderate and low (86%).

The most frequently expressed comments that were made in justification of such a ranking for this purpose were in terms of high school students being principally exposed to these activities for three or four years, and that repetition on the college level for an additional year or two was unjustified. Quite commonly expressed opinions were that such activities were less important in college than in high school, and that entering college students with such backgrounds should properly pursue these sports in the college intramural program.

Social Values

Higher education in America has quite consistently maintained an expressed interest in the social and moral values of its students -- in forming character as well as intelligence, in preparing men and women to be desirable citizens and persons, as well as specialists and scholars. Today, the concern for the totality of the student's life offers many sources capable of assisting him in developing a philosophy of life and a code of ethics based on ethical principles consistent with democratic ideals.

However, in rather recent years, there has developed disturbing evidence that the college is exerting surprisingly small influence in changing the values of most students. Student values have seemed to remain remarkably homogeneous from freshman to senior year in spite of the varied faculty efforts to reorganize and improve the undergraduate climate. It has been stated that if college students concentrate their personal aspirations on material gratifications for themselves, they but reflect the outlook of society at large.

College administrators, in accordance with this report, reflect judgments of their own and of their faculties which support the foregoing view in relation to the order of importance and degree of importance of the social purpose of physical education, in its relation to general education. Ninety-five percent do not feel that the development of social traits as an objective of the physical education program deserves a place of first-order importance among the stated purposes of physical education in the college. The degree of importance of this purpose in relation to its role in general education exists in the vast majority of judgments only from a moderate to low degree.

A generosity of opinion from this group of judges is offered in support of their rankings relative to this purpose. Most claim it as a questionable achievement representing physical education's weakest argument for a place in the general education program. Most claim it as a purpose of attainment in other areas or in other ways, representing as it does a purpose of concern in many phases of the educational program.

This is not to say that the social purposes should be abandoned nor disparaged because it is felt that they are not being realized. It is simply to say that it is the opinion of educators in higher education that the impact of institutions of higher learning, including each of its components on the social values held by students, is not a substantial one.

Summary

The role of physical education in the American college will be more clearly understood when it is viewed within the context of the purposes of higher education. While there seems to be a good deal of questioning as to whether college students are achieving the purposes which the program claims and a moderate amount of questioning regarding it place as a requirement in the college program, the members of college faculties, other than physical education teaching personnel, generally provide a substance of opinion in favor of the purposes of physical education concerning their role in the general education program. This is particularly true in relation to the contribution which physical education may make to the health of students and to the teaching of a variety of leisure-time physical activities which have value in their application by students, during college, and in the later years of life. The teaching of sports which are common to the American scene which have relatively little participation value in later years and the transmission of social traits by means of physical activities, are thought to have somewhat less value.

The four purposes of college physical education and the implications of the results of this survey may be presented as follows:

I. Health: The primary function of college physical education requires a clearer description in relation to the uniqueness of its offering. If one embraces the organismic view concerning its contribution to the total personality, conceivably all purposes envisioned for physical education have strong health connotations. Physical educators who share the concept of health in relation to all aspects of human functioning with other areas in the college and who generally concede that many aspects of the college are likewise concerned and contribute in various and different measures toward aiding students to acquire the knowledge, skills, and attitudes in personal health in such a context, conceivably increase the vulnerability of this educational offering toward reduction in emphasis. Its uniqueness would seem to be the involvement of students in physical activities for the attainment of its purposes and that these activities are capable of producing changes in the human organism which are associated with increased levels of functioning and thus to an improvement in health. This association between physical activity and health exists quite extensively in the minds of the majority of educators who responded to this survey.

There would seem to be a need for teachers and administrators of college physical education to determine the most fruitful method of enabling the student to achieve the goals inherent within a concept of health which they can envisage, the primary components of which can best be attained by physical education. The clear establishment of such a concept and such goals would help to prevent the continuance of vagueness in outcomes, of unwarranted responsibilities, of false aspirations, and of lack of distinction among other health contributory fields.

The qualifications under which such a concept could best be realized might be:

1. Outcomes which other areas concerned with the health of students cannot particularly attain.
2. These outcomes must be characteristically those which are directly associated with participation in programs of physical activity.
3. The content of the physical activity programs must be of college-level quality and provide assurance to college students of acquiring:
    (a) knowledge of the functional use of the body (particularly their own) in its present status, and an understanding of the problems it may encounter in later life; of the role of exercise in improving general physiological condition; of the causes and prevention of muscular deterioration; and of the relation between physical fatigue or tension and relaxation.
    (b) skills and abilities which may serve as a means of translating the knowledges and understandings into a program of action designed to improve the quality of living. Such skills would involve the evaluation and maintenance of fitness for more effective living during the college years and throughout life, and which serve to offset physical deterioration which accompanies the inactive years of later life.
    (c) attitudes toward, interests in, and appreciations for the need for physical activity as an essential part of one's daily life, and in providing a basis for continued participation throughout life.

The program which has been designed as a first course for students at Michigan State University titled "Physical Activity in Modern Living" and the foundation course at Southern Illinois University titled "Personal Designs for Modern Living: A Physical Education Course for College Students" might well serve as models for the type of programs which will aid students to achieve such outcomes.

II. Leisure-Time Skills: Thirty years ago less than fifty-one percent of all higher institutions in the United States included preparation for leisure time as a purpose of their physical education programs. Fifty percent of the colleges failed to indicate a purpose in leisure-time skills for physical education. There was no general agreement up to the end of World War II that the leisure-time purpose was fundamental.

The newer emphasis today on leisure education finds its expression in a wide variety of literature which treats the significant aspects of American culture. Surveys of responses of college alumni in relation to their personal preferences of physical education activities related to what they would like to have learned in college and what they consider are valuable for all men in after-college years have provided generous support to the leisure-time skills purpose. While the creative arts, music, and literature among others likewise make claims for enriching the quality of the lives of students through leisure-time reference, the position of the purpose in the college physical education program serves to reinforce the health objective by providing the means of continued participation in physical activity, to provide balance to a sedentary existence and among complex social forces, and to overcome the tensions and strains of modern life.

III. Sports: At a time when there is competition for the college unit of credit among many phases of the total curriculum of general education, there arises the question of advisability of programming activities which themselves have been repeated in the high school years. This repetition in colleges of the so-called traditional activities for which college credit is being provided, has constituted a focal point of administrative criticism. There is no denial of the fact that such activities may serve as a form of recreation during the college years of young adulthood; that a background of experience among them enhances enjoyment as spectators in later life; that they may serve as a source of appreciation of skillful performance in others; and that a better understanding of the significance of them in our lives and times may result. The point that has been made is simply that while such activities have valuable outcomes, students will have ample opportunities for self-expression in these sports so common to the American scene through the medium of the program of intramurals.

IV. Social Traits and Values: Higher education in America has quite consistently maintained an expressed interest in the character and social qualities of its students. This interest is evidenced in the social and moral statements of its purposes. It is commendable that college physical education, through its sports and games, has considered these so prominently among its own purposes. It is true that physical education posses a unique laboratory where, under expert leadership, students may practice effective habits of social action consistent with a code of ethical behavior and in harmony with democratic ideals.

There have been grave doubts, however, that the teaching of sports and the participation in games provide assurance that college students will acquire such qualities. There has been a progressive decline in the status of the social and moral objectives as shown in a comparison between each successive survey of college physical education purposes since the third decade of this century. Although the change in status of this worthy purpose is noted by the findings of other surveys concerning the effects of the general college program on the value characteristics of students, it would seem inappropriate not to maintain the purpose to be shared with other areas of the general college program. This would seem especially true in view of the supreme issue which constantly confronts this nation today in furthering its democratic ideals.

A SURVEY OF THE CRITERIA FOR THE AWARDING OF GRADES IN SELECTED SERVICE COURSES

Howard C. Leibee
University of Michigan

1. Forty-two institutions were sent a questionnaire. Thirty-eight replies were received. Of these, one institution reported that it awarded a grade of satisfactory or unsatisfactory; one institution awarded a grade of pass or fail; and one institution reported "The Required Department of the University of ________________ is convinced that it is impossible and perhaps a little bit absurd to set up definite criteria for grades in our work . . . and some of us have found that meditation while wrapped in a saffron robe, is as effective as some definite percentage . . . We are not afraid to use subjective judgment."
2. Twenty-seven of the institutions award credit for service courses. Twenty-one of these institutions include service course grades in determining honor-point averages.
3. Grading criteria and their percentage weights were sought for courses in archery, badminton, basketball, bowling, conditioning, social dance, diving, golf, lifesaving, self-defense (bosing and wrestling), swimming, tennis, trampolining (gymnastics), and weight training. Three hundred and thirty-three courses under these headings were tabulated.
4. Findings -

   A. Criteria used in the awarding of grades; number of courses in which used; range of percentage weights awarded; and distribution of percentage weights. (Table I)
   B. Criteria used for the awarding of grades according to courses and number of institutions using - in rank order. (Table II)

TABLE I

A. Criteria Used in the Institutions
Range of Percentage Weight Given To

Total Number of Courses in Which used
Distribution of Percentage Weights

Criteria	Number of Institutions Using	Number of Courses In Which Used	Range of % Weight	Distribution of Percentage Weights	
Skills Proficiency (Participation Ability)	35	329	10 - 100	20-25	24%
				30-35	22%
				40-45	18%
				60-65	13%
Skills Tests	34	319	10 - 85	20-25	40%
				30-35	22%
				10-15	21%
Written Tests	32	257	5 - 45	20-25	57%
				30-35	21%
				10-15	20%
Projects or Assignments	14	32	5 - 75	10-15	67%
				20-25	11%
				5	14%
Personal Conduct	29	218	5 - 45	10-15	54%
				20-25	30%
				5	8%
				30-35	5%
Improvement	3	12	10 - 55	10-15	50%
				20-25	25%
				40-50	20%
Attendance	6	79	5 - 85	10-15	45%
				20-25	20%
				60-65	10%
				30-35	9%
				4C-45	9%
Physical Fitness Test	1	8		40	100%
Improvement in Physique	1	1		25	100%
Eagerness	1	2		30	100%
Tournaments	1	3	10 - 50		

TABLE II

B. Criteria Used for the Awarding of Grades According to Courses.

In Rank Order (No. of Institutions)

Course	Criteria	Number of Institutions Using	Range
Archery	Written Tests	25*	10-35%
	Skills Proficiency	23	10-85
	Skills Tests	20	10-65
	Personal Conduct	18	5-45
	Projects or Assignments	3	10-15
	Attendance	1	10-15
Badminton	Skills Proficiency	34*	20-75
	Written Tests	29	10-35
	Skills Tests	28	10-35
	Personal Conduct	24	5-45
	Attendance	4	5-60
	Projects or Assignments	2	5-15
	Improvement	2	10-50
	Physical Fitness Tests	1	40
	Tournaments	1	10-30
Basketball	Skills Proficiency	29*	10-75
	Skills Tests	29	10-75
	Written Tests	27	5-45
	Personal Conduct	24	5-45
	Attendance	5	10-60
	Projects or Assignments	4	10-25
	Physical Fitness Tests	1	40
Bowling	Skills Proficiency	20*	20-85
	Written Tests	20	10-45
	Skills Tests	16	10-45
	Personal Conduct	13	5-25
	Attendance	3	10-25
	Projects or Assignments	1	15
	Tournaments	1	20
Conditioning	Skills Proficiency	22*	20-85
	Personal Conduct	19	5-45
	Skills Tests	16	10-45
	Written Tests	14	10-35
	Projects or Assignments	4	10-15
	Attendance	3	10-60
	Improvement	2	50-75
	Physical Fitness Test	1	40
	Eagerness	1	30

(Table II, Continued)

Course	Criteria	Number of Institutions Using	Range
Dance (Social)	Skills Proficiency	16*	10-85%
	Personal Conduct	13	5-25
	Skills Tests	12	20-75
	Written Tests	10	10-35
	Projects or Assignments	3	10-15
	Attendance	2	10-85
Diving	Skills Proficiency	14*	20-85
	Skills Tests	13	20-75
	Written Tests	13	10-35
	Personal Conduct	11	5-25
	Attendance	3	10-55
	Projects or Assignments	2	10-25
Golf	Skills Proficiency	30*	10-85
	Written Tests	26	10-35
	Skills Tests	24	10-75
	Personal Conduct	20	5-45
	Projects or Assignments	5	10-45
	Attendance	4	10-35
	Physical Fitness Test	1	40
Lifesaving	Skills Proficiency	21*	10-100
	Skills Tests	19	10-75
	Written Tests	18	10-55
	Personal Conduct	15	5-35
	Projects or Assignments	4	5-45
	Attendance	2	10-15
Self-Defense	Skills Proficiency	28	20-85
	Skills Tests	24	10-75
	Written Tests	24	10-35
	Personal Conduct	23	5-45
	Attendance	3	10-60
	Projects or Assignments	2	5-25
	Improvement	1	15
	Physical Fitness Test	1	40
Swimming	Skills Proficiency	28*	10-100
	Skills Tests	26	10-75
	Personal Conduct	24	5-35
	Written Tests	21	10-45
	Attendance	4	10-35
	Projects or Assignments	3	5-25
	Physical Fitness Test	1	40
Tennis	Skills Proficiency	32*	10-85
	Skills Tests	27	10-55
	Written Tests	26	10-45

(Table II, Continued)

Course	Criteria	Number of Institutions Using	Range
	Personal Conduct	25	5-45
	Attendance	6	5-60
	Improvement	2	10-50
	Projects or Assignments	1	15
	Physical Fitness Test	1	40
	Tournaments	1	10-50
Trampolining and/or Gymnastics	Skills Proficiency	21*	10-85%
	Skills Tests	20	10-85
	Personal Conduct	20	5-45
	Written Tests	17	10-35
	Attendance	5	10-35
	Projects or Assignments	2	5-15
	Improvement	1	20
Weight Training	Personal Conduct	17*	5-65
	Skills Tests	16	10-75
	Written Tests	15	10-35
	Skills Proficiency	14	20-85
	Projects or Assignments	4	10-25
	Attendance	3	10-25
	Improvement	2	5-25
	Physical Fitness Test	1	40
	Improvement in Physique	1	25
	Eagerness	1	30

* Indicates also the number of institutions offering this course.

C. Attendance as a Criterion for Awarding Grades.

1. Six institutions give a definite percentage weight. Five of these institutions award credit for service courses.
2. The percentage weight ranges from 5 - 80 in courses offered.
3. One institution ranges from 10 - 80 in the various courses.
4. Several institutions include attendance in weighting personal conduct.
5. Several institutions allow a specific number of absences beyond which additional absences must be made up.
6. Several institutions penalize unexcused absences by dropping the letter-grade from one-half to one for each unexcused absence.
7. One institution permits four unexcused absences without penalty and fails a student for a fifth.
8. One institution permits no unexcused absences for first semester freshmen. Other students allowed a total of six -- excused and/or unexcused.

9. In courses in which attendance is a factor, 45 percent give it 10 to 15 percent, and approximately 20 percent give it 20 to 25 percent.

D. Grading Scales

1. One institution grades Satisfacory or Unsatisfactory.
2. One institution grades Pass or Fail.
3. Three institutions grade on a class curve for all courses.
4. One institution is required to grade on a specific percentage of A's, B's, C's, etc.
5. Ten institutions did not report a grading scale.
6. One institution awards A's, B's, and C's and gives a failing grade (F) only for unsatisfactory attendance.
7. One institution reports a nine-point grading scale - 95-100 being nine points and below 10 being one point and a failing grade.
8. Twelve institutions reported that the same percentage weighting of selected criteria is used for all courses.
9. An "A" grade ranges from 75-96 to 100 with over 50 percent of the institutions using 90-100.
10. A "B" grade ranges from 50-95 with over 50 percent of the institutions using 80-89.
11. A "C" grade ranges from 30-89 with more than 50 percent of the institutions using 70-79.
12. A "D" grade ranges from 10-79 with more than 50 percent of the institutions using 60-69.
13. An "E" or "F" (failing) ranges from below 10-70 with more than 50 percent of the institutions using below 60.
14. The data point to the facts that within many institutions -
    a. Several grading scales are in operation
    b. Significant grading differences are found in the same course when taught by different staff members.

EVALUATION OF THE REQUIRED PROGRAM IN PHYSICAL EDUCATION AT THE STATE UNIVERSITY OF IOWA

Don Casady
State University of Iowa

Introduction

In this report on the methods used to evaluate the required program of physical education at the State University of Iowa, I should like to: 1. present an over-all view of the physical education requirement and of the required program in physical education at our institution, 2. discuss the reasons for evaluating the program, and 3. describe the methods employed in evaluating our program, together with some of the findings.

Background Information

The required program in physical education at the State University of Iowa is known as the Physical Education Skills Program which, together with the Communications Skills Program and the Mathematics Skills Program, comprise the Basic Skills Program of the College of Liberal Arts. This program was initiated in 1946 to insure that each student reached a minimum level of achievement in the fundamental skills that are basic to a liberal education.

Objectives of the Program

Because our program is one facet of the educational program of the College of Liberal Arts, the primary goal of the Physical Education Skills Program is to aid in the well-rounded development of the individual. We believe that participation in our program makes essential contributions toward this goal in the following ways: 1. by assisting the student to develop a reasonable degree of physical fitness; 2. by assisting the student to acquire new skills, and to improve present skills, in athletic and recreational sports; 3. by offering to the student opportunities to practice a wide variety of social skills; and 4. by providing the student who suffers from physical defects that may be corrected by exercise, instruction, and guidance, and exercise program designed to remedy these defects.

Requirement in Physical Education Skills

Liberal Arts students, upon their first registration at the State University of Iowa, are required to enroll in Physical Education Skills unless they: 1. transfer forty semester hours of credit from another institution; 2. have completed basic training in some branch of the armed forces; or 3. have permanent medical excuses. As in the other Basic Skills courses in the College of Liberal Arts, the student must demonstrate on a comprehensive examination, a minimum level of proficiency in order to satisfy the Physical Education Skills requirement and, thus, become exempt. Proficiency is required in two areas -- physical fitness and sports activities.

To demonstrate a minimum level of physical fitness, the student must score a minimum of 27 points on the Iowa Physical Efficiency Test. Except for unusual circumstances, the minimum standards for meeting this requirement are six pull-ups, 49 sit-ups in two minutes, and not more the 52.3 seconds for completing a five-lap 300-yard shuttle run.

The student must show proficiency in six of 28 sports activities that are classified into five general areas. He must demonstrate proficiency: 1. in not less than one and not more than two team sports; 2. in a minimum of one and a maximum of three water-safety sports; and 3. in a minimum of two carry-over sports. The student is not required to show proficiency in a combative sport. To demonstrate proficiency in a sport the student must -- either by special examination or as part of his regular class work -- pass a performance test encompassing the fundamental skills of that sport. In addition (with the exceptions of the mile run and elementary swimming), he must earn a passing score on a 50-question examiniation of the multiple-choice type.

Operation of the Program

Eight physical conditioning sections and eight sports-activity sections make up the Physical Education Skills Program.

Physical conditioning Classes. In each physical conditioning section, the students are assigned on the basis of physical fitness scores earned early in the semester to one of three physical conditioning classes that meet for the entire semester. In these classes we attempt to give the students a vigorous workout and to expose them to a variety of physical conditioning activities from which they may choose for immediate and post-college use those activities that they enjoy doing. By means of written materials and lectures we inform the students of the reasons why they should regularly engage in physical activities. Ninety to 95 percent of the students meet the physical-fitness requirement after one semseter of participation in the physical conditioning classes.

Sports-Activity Classes. From five to nine sports activities are presented in each sports-activity section. In the sports-activity classes are presented the fundamental skills of the sports, the integration of these skills, and the knowledge necessary to participate with enjoyment in the sports class during the class periods and during the students' leisure in the future. A definite attempt is made to aid the students in improving their level of skill in the sport. Most classes are geared to the beginner's level since students are encouraged to take proficiency tests in those sports in which they have had considerable experience.

Why We Evaluate

The Physical Education Skills Program is evaluated to determine to what extent the values, the purposes, and the goals of the program are being attained and how adequately the program is meeting the needs of the participants and of the University. This evaluation permits an assessment of the strengths and the weaknesses of the program and of personnel that conduct the program. Because we are concerned with both the immediate and the long-range effects of the program, the process of evaluation is a continuous one. The results of the evaluation are particularly needed when changes in policies, in practices, in instructors, or in requirements occur. In evaluating our program, we use both objective measuring devices and less formal evaluative techniques that involve subjective methods.

Methods Used to Evaluate Program

Next, I shall discuss my main topic; that is, the methods used to evaluate the Physical Education Skills Program, together with some of the recent findings resulting from such evaluations. The evaluative methods used are divided into five categories according to the primary source of the evaluation.

Students in the Program

Yearly Questionnaires. Questionnaires completed by the students who are participating in the program are a major means used for evaluating the program from the students' viewpoint. During the past two years, approximately 85 percent of the students have stated on unidentified questionnaires that they believed participation in the program to be worthwhile and that they enjoyed their Physical Education Skills classes "somewhat" or "very much." Only about 5 percent stated that they did not enjoy their classes at all and that their experiences were of no value to them. About 85 percent believed that physical education should be a required course. If Physical Education Skills were not required, 45 percent believed that they would take the course as an elective, 30 percent said that they would not take the course as an elective, and 25 percent were undecided. The students recommended that 1.8 semesters (arithmetic mean) of physical education should be required. Sixty percent of the students indicated that they would recommend to a friend that he elect to participate in our program; 13 percent said that they would not recommend that he do so.

Some of the reasons given by the students for "liking" the program were: enjoyed the sports classes, enjoyed the opportunity to become physically fit, appreciated the instructors in the program, enjoyed the excellent facilities that are available, and appreciated the social and health benefits derived from the program. Some of the reasons the students gave for disliking the program were: consumes valuable time needed elsewhere, presently obtaining sufficient exercise, duplication of learning, poor grading procedures, insufficient credit given, disliked the conditioning exercises, or disliked some of the instructors.

Questionnaires Completed by Former Students. A questionnaire is now being constructed to be marked by students who are now seniors and in which they will be queried concerning the present use they make of the skills, knowledges, and interests acquired in the Physical Education Skills program when they were freshmen.

Attitude Inventories. The students are required to periodically complete the Wear Physical Education Attitude Inventory (short form) (1) which contains forty statements about physical education. The respondent is scored according to his degree of agreement or disagreement with each statement. Over 90 percent of our students score in the favorable attitude range; the mean score for all students is between 150 and 155 points. There is a small (4 or 5 points) but significant decrease in the mean of the attitude scores after one semester of participation in the program. Why, we do not know. The attitude scores for students in the special or Adaptive Physical Education Program do not appear to differ significantly from the attitude scores for students in the regular program.

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(1) Carlos Wear, "The Evaluation of Attitude toward Physical Education as an Activity Course," Research Quarterly, March, 1951, pp. 114-26.

Teacher Ratings. Through the use of a form designed by the Liberal Arts College, ''Survey of Student Opinion of Teaching''. (2) individual instructors may, if the choose, have their students rate them on various aspects of teaching ability. Generally speaking, most of our instructors are rated in the top 20 percent of all the teachers with whom the students compare them. This same form provides a rating of the course and of the examinations. Compared to other college courses and examinations, as a rule our courses are rated in the top third and our examinations are generally rated in the top half.

Student Conferences. Conferences between staff members and the students can be divided into two categories -- formal and informal. The informal conferences occur irregularly when the student desires additional information or has questions concerning some aspect of his class work. These conferences provide the instructors with opportunities to evaluate their teaching effectiveness.

Formal conferences between students and staff members provide opportunities for dealing with specific problems; and for evaluating the effectiveness of our orientation procedures, the students' knowledge of program policies, the students' understanding of the goals of our program, and the role of physical education in the students' university life. For example, last year, one student who had an excessive number of absences explained during a formal conference that he had attended his sports-activity class each Monday, but was unaware that it also met on Wednesdays. Other students occasionally enroll in a physical-conditioning section and a sports-activity section which meet at the same time even though they can attend classes in only one section. Formal conferences enable us to handle such problems with dispatch.

Medical Excuses. The number and type of medical excuses granted by the University Health Service -- especially when a trend can be discerned -- may be an indication of how well the program is being received by the students. An excessive number of medical excuses usually indicates that the students dislike the activities that are being presented.

Elective Enrollments. The number of students who voluntarily elect Physical Education Skills courses has doubled in the past six years. Elective enrollments may be treated as one type of evaluative process.

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(2) ''Survey of Student Opinion of Teaching,'' College of Liberal Arts, State University of Iowa.

Staff Members

The Washington Conference Report, Physical Education for Men and Women, (3) contains a checklist, ''Criteria for Appraisal of Instructional Programs of Physical Education in Colleges and Universities.'' The use of this criteria by our staff members is of considerable value in evaluating our program.

Staff Meetings. Certain features of the program such as the objectives of the program, the assignment of grades, exemption standards, teaching practices, class routines, and equipment and facility problems are discussed and evaluated in regularly-scheduled staff meetings. Private meetings between the course chairman or his assistant and a staff member provide opportunities for evaluations of the program. Graduate-teaching assistants, new to the program, often make valuable suggestions about registration procedures, exemption testing, course outlines, lesson plans, and equipment needs.

Research by Graduate Students

Some incidental evaluation of the program is performed by graduate students who conduct research relating to the program or to the students in the program. This research often deals with methodology comparisons and exercise methods and effects.

Professional Staff Members

Professional staff members and the head of the department -- who do not teach in the program -- often philosphically evaluate such phases of the program as the objectives, the purposes, the teaching methods used, the grading practices, and the exemption procedures.

Liberal Arts College Faculty

Faculty members in other departments in the University sometimes evaluate specific parts of the program; however, very few actually observe classes. Such observations are often critical in nature and are directed to the Dean of the College or to the Head of the Physical Education Department. For example, one professor criticized a bowling instructor for sitting and watching the students perform instead of giving them instructions in bowling. He contended that the class was not a college-level class when handled in this fashion (a justifiable contention!).

The program is evaluated each time a faculty member, in his capacity as an advisor, advises a student who plans to graduate with a non-liberal arts degree to take or not to take Physical Education Skills. We constantly strive to remedy all aspects of the program that cause members of the Liberal Arts faculty to react unfavorably toward the program. Because the faculty advisors experienced difficulty in scheduling courses for their advisees, we recently changed from two two-hour class periods per week to four one-hour class periods per week.

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(3) Physical Education for College Men and Women, Washington Conference Report, AAHPER, 1955, pp. 36-40.

During the past four years the requirement in Physical Education Skills has been critically challenged by a few faculty members and has been continuously reviewed by various committees. A survey conducted by the Educational Policy Committee revealed that 85 to 90 percent of the students were in favor of retaining the present requirement and the present program. Thus, it must be concluded that our program successfully passes the evaluation made by the Liberal Arts faculty and that there is little demand to abolish the requirement. However, the fact that some students who do outstanding work in academic subjects but receive average grades in Physical Education Skills courses has caused the grading procedures used in the program to be questioned, together with the advisability of counting physical education grades in computing the students' grade-point average.

Summary

I should like to state that the results of our evaluative methods lead us to believe that we have a well-planned and worthwhile program of required physical education. We tell our students that they are fortunate in having the opportunity to participate in our program, which is one of the best in the United States, and that their experiences in the program are experiences which not all university students have the opportunity to enjoy.

In summary, I have reviewed the need for evaluation, the type and the organization of the program of required physical education at the University of Iowa, and the sources and methods of evaluating our program. These sources include the participating students, the staff members, the graduate professional students, the professional staff members, the Liberal Arts faculty, and special committees of the Liberal Arts faculty. The methods of evaluation include questionnaires, attitude inventories, teacher rating forms, evaluation check lists, student conferences, staff meetings, and research within the program.

EVALUATION OF THE ADAPTED PHASE OF THE BASIC INSTRUCTION PROGRAM

J. A. Fischer
Kent State University

Adapted physical education seems to be challenged more often than the basic instruction program, not only by the university but by the physical education department as well.

The nature of the students and the methods employed to teach them must necessarily keep class size small. This leads to numerous problems involving budget, personnel, and facilities, primarily due to ever increasing enrollments.

This paper will attempt to look at the adapted program as provided at Kent State University, state some of the problems encountered, and see if the program is doing what it was designed to do.

The adapted program consists of four major areas: 1. special and general conditioning exercises; 2. recreational sports, a wide variety of individual and dual activities prescribed in accordance with student needs and interests; 3. swimming therapy, standard aquatic activities adapted to the abilities and condition of the students; and 4. educational therapy, which includes autobiographies, evaluation of the course, films of sport activities, guest lectures by handicapped individuals who have become successful especially in sports, discussion and understanding of the meaning of fitness and its relationship to exercise, diet, rest, sleep, grooming, and the need for physical and dental care.

This is accomplished by a five-day-a-week program, one hour each day for three-quarter hours credit. The regular physical education classes meet twice a week for one-quarter hour credit. Six hours of a grade of D or better is required for graduation.

Special conditioning exercises and recreational sports are assigned on Monday and Wednesday, swimming therapy on Tuesday and Thursday, and educational therapy on Friday.

One of our big problems was the procedure to get the students into the program. Due to increased enrollments (8,500 this fall), the University Health Center did not have the facilities or personnel to administer the physical examination. The student was directed to get his physical examination from his family physician prior to matriculation. Many physicians stated that students with certain conditions should be excused from the physical education requirement; others stated that the student's activities should be limited. A special form was developed to guide the physician in his examination.

A brief description of the adapted program, plus an opportunity for the physician to state the condition, the program controls, and activities in which the student can engage safely, has to a great extent solved our problem.

The other item developed was a physical education card, which the student carries with him at all times. On the basis of his health service record, the university physician designates the type of activity in which the student is permitted to participate.

The classifications are as follows:

1. Physical education classes, intramurals, extramurals
2. Swimming
3. Limited activities (program approval necessary)
4. Adapted physical education
5. Deferred 1, 2, 3 quarters (circle)

(Signed) ________________ M.D.

The student's card is checked by the instructor, or the intramural director if he is participating in intramurals, or the adapted physical education instructor to determine his health status, thereby protecting all concerned. Separate swimming cards are no longer necessary, and the instructor is assured of the student's physical status in all courses. There had been instances of heart cases enrolled in vigorous activities because the student did not want to be separated from his friends or was embarrassed because of his condition.

Utilizing the case histories of the students and setting up some criteria for physical, social, and psychological benefits derived from the program, the evidence indicates that adapted physical education is fulfilling many of its designated objectives.

Most of the students are very grateful to have an opportunity to participate in sports activities. The fun and enjoyment of competition, learning new recreational skills, participating in a group and achieving group recognition, being able to fulfill requirements of daily living -- all these opinions have been expressed by students in conferences, evaluation papers, and spontaneously. In many instances, students notice increase in appetite, increase in weight, and generally feel refreshed and energetic.

Because a class load of twelve to fifteen students per instructor is indicated (and sometimes fewer were enrolled), a class would be discontinued in favor of a class of 40 normal students. It should not only provide for the highly skilled through varsity sports, the average individual through service classes and intramurals, but also provide for the individual who is below par physically through the adapted program. Pressures of increased enrollment should not eliminate or restrict the opportunities for the handicapped.

Students whose degree of physical handicap is rather severe are assigned to this program. Even though the condition may be diagnosed from mild to moderately severe, it is believed that these students be included in the program for at least one quarter for a better evaluation of their abilities. This will enable the student to have a better understanding of his condition and permit safe and beneficial sports participation.

The men's and women's sections in physical education are now separate at Kent State. It is recommended that some phases of the program be coeducational such as swimming, if we are to adhere to the purpose of educating students for life in our social structure.

ADVANCE CREDIT FOR PROFICIENCY IN SPORTS AND GENERAL ATHLETIC ABILITY

Richard E. Jamerson
University of North Carolina

The practice of awarding advanced credit for demonstrated proficiency in a subject matter area is not a new collegiate idea. For many years, students have been able, through proficiency examinations, to meet basic course requirements and either get advanced credit or waiver of specific course requirement; either of which would enable the student to take advanced courses, or to take elective courses that he might not otherwise be able to work into his total course schedule.

The idea of advanced credit or waiver of the physical education requirement on the basis of demonstrated proficiencies has not been widely practiced in the area of physical education. In view of increased enrollments, overcrowded facilities, and insufficient staff to handle adequately the increased number of students, without increasing class size beyond a number considered best for teaching and learning, we may well consider the idea suggested in the title of this report. It is true that specific tests have been used for classification purposes, for satisfying requirements of a specific course (e.g. swimming), and for demonstrating certain athletic proficiencies which would permit the student to have greater freedom in his selection of activities. None of these practices go as far nor do they involve the same problems as found in the program of advanced credit.

When your chairman asked me to undertake this project, I assumed that he wanted a report on the status of programs which provided the student with an opportunity to receive advanced credit for proficiency in physical education. A later communication indicated that I was to report on the practice in effect at the University of North Carolina. However, this latter directive did not reach me until I had already dispatched an urgent call to 60 members of our Association regarding what they were doing in their respective institutions with relation to this problem. Therefore, there will be two parts to this report: 1. dealing with the situation in the sixty institutions to which I sent short questionnaires, and 2. a brief description of the program in effect at the University of North Carolina. I should, at this point, thank all of you who responded to my request for help for your quick and thorough answers to the questions asked. It is quite possible that a statiscal record was established in that I received one-hundred (100) percent response to the sixty questionnaires!

PART I

Sixty questionnaires were sent to colleges selected on the basis of total enrollment, type of institution and geographical location. The enrollment categories were 0-750, 751-1599, 1500-2399, 2400-4000 and over 4000. State universities, teachers colleges and liberal arts colleges were included from each enrollment category. Geographically the institutions were selected according to size and type from the East, South, Midwest and far West, distributed as nearly equal as possible.

Sixty institutions (100 percent) returned the questionnaires. Since the size, type, or location of the institutions revealed no distinctive differences in practices, the answers to the questions have been grouped together in order to simplify the picture they portray of the current situation.

QUESTION: DO YOU HAVE A REQUIRED PHYSICAL EDUCATION PROGRAM: 1 yr. 2 yr. 3 yr. 4 yr.?

Forty-one institutions have two-year programs, 16, one-year, and one (Mercer University) has no requirement. Two schools have double or partial requirements -- Louisiana State University has a one-year program for Arts and Science students and a two-year program for School of Education students -- while Minnesota only requires that College of Education and Mortuary Science students take physical education.

QUESTION: DO YOU USE ANY TYPE OF CLASSIFICATION TEST IN THE REQUIRED PROGRAM?

Thirty-four indicate that they use some type classification test, with the remaining 26 answering "no" to this question. Thirteen of the 34 also indicated the requirement of a swimming test in addition to the classification test. Five of the 26 who do not use a classification test indicated that a swimming test was required.

QUESTION: WHAT TYPE OF TEST OR TESTS (STRENGTH, SKILL, ETC.) DO YOU USE?

Most of the tests used were for the purpose of determining the physical fitness of the student. In some institutions well-known standardized tests -- Air Force, Navy Fitness, Cozens General Athletic Ability, Barrow's Motor Ability Testing For College Men, etc. -- are used; in other cases, from the comments, being designed to measure the students capacity with respect to departmental objectives. In a few instances, specific game-skill tests are used in combination with some one of the above types of test.

QUESTION: APPROXIMATELY WHAT PERCENTAGE PASS THIS TEST(s)?

Percentages passing (where Pass and Fail is considered) ranged from 25 percent to 95 percent with the average being about 80 percent. The general purpose of the tests appeared to be for classification of students, either for placement into specific type programs, or to permit the student freedom in election of activities on the basis of his general physical status. In a few instances, it was stated that the function of the testing program was to provide a basis of guidance with respect to the physical education needs of the student. In this latter category, there is no passing or failing of the test but only a score which serves as a point of departure for whatever action the student and department may take with respect to the student's program of physical education. One institution (Middle Tennessee State) indicated that the test results were considered in the student's final grade in the course.

QUESTION: DO STUDENTS PASSING THE TEST RECEIVE CREDIT FOR PHYSICAL EDUCATION?

Fifty-six make no provision for granting any credit on the basis of test results alone. Four answered "yes": University of Oregon allows one-semester credit for each sports test passed; University of Iowa grants one-year credit if students satisfy the physical fitness test requirements, demonstrate proficiency and knowledge in six sports activities, not more than two of which may be in team sports; Massachusetts University grants one-half semester credit for each sports proficiency test passed; and the University of North Carolina grants credit for two of the four required semesters, for meeting certain requirements. (This plan is described later in the report)

QUESTION: IF STUDENTS DO NOT RECEIVE CREDIT ARE THEY RELIEVED IN ANY WAY FROM ANY PART OF THE PHYSICAL EDUCATION REQUIREMENT?

The intent of this question was to find out, where no credit is granted, if the student was allowed to have any waiver of the requirement or in any way get credit (other than regular academic credit) for any part of his requirement on the basis of test results. Specifically defined as such, answers to this question might, in some instances, have been slightly different. However, it appears that, except for passing the swimming test in order to satisfy the swimming requirement and the opportunity for more freedom in election of activities to be taken, the answer to this question is identical with that of the previous question; namely, except in the four schools indicated, ''no.''

QUESTION: IF STUDENTS RECEIVE CREDIT OR RELIEF FROM THE REQUIREMENT DOES THIS INVOLVE ANYTHING MORE THAN PASSING THE TEST(s)?

Fifty-nine indicated ''no'', with the University of North Carolina being the only institution to have additional requirements before credit or relief is granted to the student.

QUESTION: IF STUDENTS DO NOT RECEIVE CREDIT OR RELIEF FROM THE PROGRAM ARE THOSE PASSING THE TEST PLACED IN A PROGRAM DIFFERENT FROM THOSE WHO FAIL TO MEET THE PASSING STANDARD?

Forty-four indicated ''no'', while 16 answered ''yes''. The general pattern appears to be: 1. required swimming, if they fail to pass the swimming test; 2. a program of fitness, body building or fundamental skills for the low skilled and less fit; and, 3. a program of sports, advanced classes or complete election for the more highly skilled and physically fit students.

QUESTION: SUMMARY--DO YOU GIVE ADVANCED CREDIT OR RELIEF FROM THE PHYSICAL EDUCATION REQUIREMENT FOR:

A. PROFICIENCY IN SPORTS?: Forty-six said ''no''. Fourteen said ''yes''. Students participating in intercollegiate sports were permitted to use such activities in season in lieu of participation in regular physical education classes. This was the generally stated type of relief from the required program. In a few instances physical education majors are not required to participate in the required program.

B. ON THE BASIS OF A GENERAL ABILITY TEST?: All said ''no''.

C. ON A COMBINATION OF A AND B?: Fifty-one said ''no'', seven said ''yes''. One (Bowling Green State University) allows two-semesters credit for participation in R. O. T. C. One (North

Texas State) allows relief for participation in the marching band, 25 years of age, or two years of military service.

From the results of the survey of a sampling of 60 institutions selected according to size, type and location, only four institutions were found to make use of the principle of advanced credit for proficiency in physical education. Two interesting points of view were presented by those who returned the questionnaires. In presenting them it seems fair to say that they present food for thought to our profession regarding a principle we might well take under serious consideration in the near future.

Joy Kistler (Louisiana State University) -- ''While we don't do anything along the line of preparing tests for credit or exemption from the Basic Skill Program, I believe that this will be a trend soon. I don't see any other answer to increased enrollments, lack of facilities, staff. etc. I believe that we lost our requirement here in Commerce and Engineering partly because we did not 'get on the ball' with something constructive to offer the colleges that were on the move to abolish the requirement. I think they would have been agreeable to a proficiency examination approach.''

Howard Leibee (University of Michigan) -- ''Placement (proficiency) tests, as in other areas, should be for the purpose of placing students in higher level courses, not for awarding advanced credit . . . we need to offer higher level courses in sports . . . advanced credit or waiver of the requirement is an admission that we have nothing to offer above the high school level . . . If lack of facilities and staff make such a practice necessary then O. K., but I would make a real effort to get facilities and staff first . . . Freshmen and varsity sports are for the highly proficient, yet the coaches improve on these proficiencies. We ought to be able to do the same thing in physical education courses. Too many physical education courses are offered on the same level as those in high school. We need to up-grade our offerings as is done in math, English, etc.''.

PART II -- THE UNIVERSITY OF NORTH CAROLINA PROGRAM OF ADVANCED CREDIT FOR PROFICIENCY IN PHYSICAL EDUCATION.

In 1950 we began a program of testing all incoming freshmen, using Cozen's General Athletic Ability Test. The purpose of the testing program was to provide a basis for classification of students into two groups -- a fundamental group and a sports group. This program was described in the 1953 Proceedings of this Association.

One of our observations, as we studied our program, was that those students demonstrating a high degree of athletic proficiency on the test were involved in many intramural and recreational activities. We verified this observation by checking the records of intramural participants and the use of physical education equipment through the basketroom. The question was raised that if a program of advanced credit for proficiency in other subject areas was justified should we consider such a program in physical education, and if so, how could we best administer the program?

After considerable study and discussion we finally presented to the Administrative Board of the General College a plan for advanced credit in physical education. The proposal stated the basis upon which a student would be eligible for such credit; namely, that he:

1. Score sufficiently high on the General Athletic Ability Test. (We were using a score of 304 for placing students into the fundamental or sports program and selected a score of 400 to meet this initial requirement).
2. Satisfy the University swimming requirement.
3. Successfully complete his freshmen year of physical education.
4. Demonstrate proficiency in two team sports and two individual sports. This requirement could be met in the normal course of classwork, or by special examination (practical and theory) in any sport needed to meet the requirement, if by chance a student's schedule had not permitted him to complete same.

If the student satisfied the above requirements, he would be certified to the General College as having met the University physical education requirements and would not have to take the sophomore course. He not only receives the two hours credit normally given for sophomore physical education, but of course has additional time for study or for taking elective courses in any area, including physical education.

The Administrative Board was agreeable to the proposal but raised two questions: 1. Why did we recommend granting a student credit for his sophomore physical education, why not for his freshman course and require that he take the sophomore course? 2. Why not permit credit for all four semesters of physical education if a student can satisfy the proposed requirements? Our answer to each question actually applied to both -- we felt that it was important to have the student for his freshman year since in our freshmen classes we attempt to: 1. develop a philosophy and knowledge of the need for proper and adequate physical education; 2. orient the student with respect to the facilities available for his use; 3. assist the student in becoming better adjusted to college life; 4. increase the student's knowledge of the value of recreational activities, and the opportunities available on campus for recreation; and 5. provide the student with opportunity to become acquainted with other students during his freshman year, through his experiences in class, recreational activities and intramural sports. To have placed the highly skilled student in classes normally composed of sophomores would, we felt, have made the stressing of the five points just mentioned more difficult.

In 1957, we began using the test developed by Harold Barrow of Wake Forest College (Motor Ability Testing for College Men), having previously determined that this shorter test would give us the same classification results. For the year 1957, we used a score of 200 for eligibility for advanced credit. However, we found that a very limited number of the students, less than 2 percent, could score 200 on the test; therefore, in 1958, we lowered the qualifying score to 175, a score which approximately 10 percent of the freshmen could make at that time.

Presently, our regulation relative to this program is as follows:

"All students with an "A" medical rating will take a general motor ability test. The purpose of the test is to determine the status of each student in reference to his ability in general or fundamental skills. The test will be given at the beginning of the freshman year. No one will be excused from this test except by the Medical Department, in which case the student will make up the test as soon as possible . . . Students who score 175 on the general motor ability test are offered the opportunity to earn credit for sophomore physical education by demonstrating proficiency in swimming, two team sports and two individual sports . . . The opportunity to earn credit will be withdrawn if the student does not complete two semesters of physical education during his freshman year''

The plan of advanced credit has been in effect since 1954 and has, in our opinion, been highly successful. At present from 15 to 20 percent of the freshmen class will qualify on the test, with about 85-90 percent of this group fulfilling the remaining requirements for advanced credit. Follow-up of those granted credit for the sophomore requirement has shown that they participate actively in many intramural and recreational activities throughout their remaining years in college. We feel that: 1. we have provided an incentive for the highly skilled student, not unlike that provided students with high academic skills; 2. we have retained the opportunity to sell, if you will, physical education to the student -- its value to him now and later; 3. we have provided improved teaching opportunities and conditions for the less skilled student; and 4. we have solved some of our problems of staff and space without sacrificing any of the value to the student from having participated in the program. Finally, we feel that we have established good relations with the faculty during a period when each academic department is seeking more time for courses, and increased emphasis is being placed, rightfully or not, upon increasing and pushing the academic requirements of the student -- a situation which requires that some adjustments be made in the total program of the student. This plan, has in our opinion, lessened the pressures which might have been brought forth by both faculty and students to curtail or abolish the physical education requirement; a pressure our profession has historically been confronted with every time there has been unusual emphasis upon the intellectual development of students, at the expense of other aspects of the total education of students.

PLAY, RECREATION, AND LEISURE TIME

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The title, ''Play, Recreation, and Leisure Time,'' is a tripartite of terms, without definitive meanings; but distinctions must be made among them if we are to look at the place and functions of so-called physical education, as seen by a sociologist, in present-day American society. As a frame of reference for all or any of them, three perspectives are postulated: 1. both individually and collectively, each and all have a relation to the ultimate universe; 2. each and all exhibit interrelations of man-to-man and group-to-group; and 3. all express a relation of the individual personality to the culture in which he lives.

As to the first of these, much of the play of various cultures, including our own past, has been ritual including the dance, a function of which was to unite man with his universe. As to the second, play, culturally, has many functions -- not always only to win, an aim dominant in American society. Finally, almost universally prevalent has been the question as to the relation of play to the development of the human personality. Though these ideas may not always be evident in the following pages, the theories involving them are persistently prevalent. Moreover, the subsequent pages carry only a general presentation of the problems of play, recreation, and leisure time as related to the special work of the members of this society. Specific suggestions as to what the educators in physical education should do are given a minor place. What they can accomplish within the framework of their professional requirements in our culture with its value systems is, to my way of thinking, their experimental challenge.

Clarification of Concepts

As suggested, it is necessary, immediately, to clarify the concepts, play, recreation and leisure time. Play is a voluntary activity of two or more persons, cooperative or agonistic, regulated by strict rules in action and time, and its end or aim is within itself. Recreation is primarily "re-creation", which is the opposite of work, and is engaged in for release from the labor of an occupation. Leisure time is time without work and may be occupied with play or recreation or individually determined rest, reading, listening to TV or the do-it-yourself type of activity.

Play is universal, found in all societies, but recreation and leisure time, both understood only in contrast to work, are not necessarily present among all peoples. A casual glance at play around the world reveals multitudinal and multivarious forms, organized and semi-organized, spontaneous and specifically planned; some are highly active while others are sedantary; and finally some are directly associated with the biology of man, while others are expressions of acquired habits. But in all cases, as discussed shortly, play reflects the culture of which it is a part.

There does seem to be certain universals respecting play as related to man's biological nature, though their special forms vary from place to place. A study of certain animals shows that in their brains there exist definite pleasure centers. Through the use of electric stimuli which bring pleasure, the animals learn to stimulate themselves. They do so when given the chance, apparently, to experience the pleasure potential to their nature. The centers which are stimulated and which give pleasure are those associated with sex, food, including drink, excretion and similar bodily functions. Before drawing too many conclusions respecting how these centers function among humans to form patterns of play for two or more people, it is necessary to sound a warning. The best way is to continue with animals. Every farm boy who has handled hogs knows that if one scratches a pig on the belly he will lie down and grunt, but as to man, I know of no form of play built on such a permance. Respecting sex, however, man is the one animal which exercises this physical potential for play; sometimes in the form of prostitution, though in Western culture, theoretically, it should be only within the family restrictions. It may be remembered that in Far Eastern socities the functioning of the sex impulse within the family is primarily for reproduction. Furthermore, the exercise of this function, as regarded with the theory of Zen Buddhism, is an expression of the unity of man and his universe, and evidence that there is no dualism such as soul and body -- a generally accepted theory within our own culture. The man of the East, or the Islamic world who has more than one wife is only fulfilling the requirements of human nature, especially if there is a surplus of women.

The variations in the patterns of play related to food and drink are much greater when cultures are compared, than are those associated with sex. To drink beverages among the members of a group appears universal though the types of drink differ. Within the geisha houses of Japan, where most of the business among business men is transacted, the saki drink and food are basic; the geishas serve the meal though at the same time, providing a pleasant milieu. They present a charm and finesse of behavior unequaled in any American restaurant or night club I have ever visited. Another form of play associated with body habits in the East is tea drinking. Tea drinking is a ceremony, it is ritualized and has great significance for the participants, and at the same time the belief pervades the rite that by means of it, the totality of human pleasure is attained. Listen to the words of a Chinese poet who wrote hundreds of years ago in the Tang Dynasty.

> "The first cup moistens my lips and throat,
> The second cup breaks my loneliness,
> The third cup searches my barren entrils,
> But to find therein some five thousand volumes of odd ideographs.
> The fourth cup raises a slight perspiration --
> All the wrong of life passes away through my pores.
> At the fifth cup I am purified;
> The sixth cup calls me to the realms of the immortals.
> The seventh cup -- ah, but I could take no more!
> I only feel the breath of cool wind that rises in my sleeve.

Pertinent to understanding the peasant society of Western Europe, which is far removed from the controls of the governments, are the play activities of the village restaurant. The major play activities are drinking -- commonly beer -- conversation and checkers. The drinking may be with, or without, eating. Moreover, the evening is leisurely; limited time does not dominate. Then, there are the Sunday afternoons when the villagers gather in the restaurant; they drink light beverages, they play games, they are likely to eat sandwiches. For the pleasurable milieu, there is generally music provided by a piano, violin and cello. Such afternoons and evenings may be formal or informal. On the more formalized occasions, there is likely to be, as in Germany, a burghermeister or mayor whose place is at the head of the table. Going southward to the Greek village one finds the chief play is loud conversation. These conversations are not engaged in for the sake of gaining information or the settlement of some pertinent question, but just the pleasure of talk.

Not far removed in its character from the village type of pleasure are the festivals. These are universal, always to be found in villages: Japan, China, Korea, Germany, England, Spain, Mexico, Italy, India, Burma. In some cases they are semi-sacred; sometimes, only traditiona; in many countries they have become national in scope. The festival with which the Americans are the most familiar is the Fasching of Germany. It is a festival especially important in the Catholic cities of that country. In comes to a close just before Lent. The week or more prior to that date, when the activities reach a crescendo, the restrictions of folkways, mores and even laws are loosened. The dancing, which provides bodily contact between the sexes, grows further and further into the morning. The day before Lent comes the parade: the past is recalled by the costumes; the drunk can appear on the street without arrest; the official can be ridiculed by caricature; and, of great interest to Americans, the number of babies born nine months later are above that of any other time of the year, and neither spouse can secure a divorce because of what happened during the Fasching season.

Before turning to the cultural significane of play and leisure time expenditure, a few more remarks will be made about recreation. Indeed, recreation seems to stand between play and leisure time. Recreation may be play, or it may be merely the passing of leisure time. But whatever the form of recreation, it can be regarded only as the opposite of work. Recreation characterizes an industrial society. It is the societal creation designed to help man recover from the strenuous occupational pressures necessary in making a living, or more accurately put, making money. As Margaret Mead has suggested, the practice of recreationing manifests the attitudes and, at the same time, the practices ensconced with work and play. Work and recreation operate in a tight sequence; they are interdependent. The weekends are planned to give us a mental and physical balance to carry through for the successive five days.

Now, a glance at the idea of leisure. Simply, leisure, the term being one aspect of a society which focuses on work, is the time not spent in work -- sleeping, resting, illness, or freedom from one's vocation. With brief reflection any of us knows that one of the problems frequently posed by students of society is designated as that of leisure time. Moreover, our commercial interests have rushed in to help the individual who is plagued with such a problem; bowling, golf, do-it-yourself activities gadgets, equipment for picnicking and tenting, all to the good, at the same time present a growing facet of the American culture. Moreover, leisure is needed. With much justification, it can be argued that a high level of culture, and to this writer, culture is the quality aspect of any society, is dependent on idealistic personalities having leisure. A late recipient of the Pulitzer Award for poetry, William D. Snodgrass, is reputed to have nearly a perpetual student at the University of Iowa some years ago, and has confessed, in response to questioning about his award, that he, "Was prepared for everything but success." We leave the discussion of leisure time at this point in order to show how play is an institutional pattern of collective behavior.

Play, An Institutional Form

Play is a social construct and, thus, may be studied as a part of any society, as can the religious, the economic, the education, forms, by an analysis of how the play pattern or patterns fit into the social structure of any society. In the past, play has frequently been associated with the sacred. The music and the dance in ancient China, it was believed, kept the world in order. Music, like the dance in China, Confucious taught, revealed the condition of the society. When a society was in turmoil discord appeared in the music; when a country was destroyed and in sorrow the music, coming the the human heart, showed distress. One form of play once widely practiced in that ancient country, especially among the higher classes, was the telling of stories. Also as late as the eighteenth and nineteenth centuries Mah Jongg was a dominant game, and was used only as a game, like bridge at a social gathering in our country, or for gambling. The game reflected the pace of living; the people had much time. It came to the United States where, in 1923, more Mah Jongg sets were sold than radios, but soon dwindled in importance; the American pace of life was too fast.

In England two forms of play reflect the structure of the society, that is, the class system. Horse racing is promoted and attended by the aristocracy, while dog racing is confined largely to the lower class. To the English people, horse racing is only racing, but dog racing is dog racing. Since attending the dog races, I have pondered the meaning of our own expression, "Going to the dogs."

Inevitably, however, play seems to reflect the inner man as well as the class structure. Such a conclusion prevailed in the teachings of the Greeks. Socrates, Plato, and Aristotle taught that the play of man must correspond with his inner soul. This is to say that the statuary of that ancient land, the disc thrower, the winged goddess, the archer, the charioteer, all expressed the joy, that is, the emotions and attitudes, of the Greek creative genius.

We may well turn to Rome because the games of that land once resembled, in many ways, the institutionalized forms of play prevalent in the United States in the second half of the twentieth century. Romans built towns, from the Hadrian wall in Britain to Syria, and one of the remains of these towns is the amhitheater. Towns were as much for the games of these colosseums as for commerce, or perhaps more so. The games were the chariot races and the gladiatorial combats. Before each performance, a parade was held. J. Huizinga, in his book on play, that is, Homo Ludens, has pointed out the Roman society was dependent on games. Though bread was necessary, the combats of one form or another were also necessary. The chariot races and the gladitorial struggles to the death were cruel exhibitions which celebrated the prosperity drawn from conquered territories and self-convicting beliefs that success in conquest would continue. In addition, the contributions to the games and their promotion engendered and stimulated the growth of the agonistic spirit, the spirit of conquest and conquer which characterized the Roman culture. At the same time, the games contributed to meeting the clamor of the frenzied mobs. The game within the colosseum became an exhibition of the emperor and the aristrocracy; the audience found pleasure in bloodshed and its power to determine the life or death of the gladitorial combatants.

Though one cannot compare the cruelty exhibited in the Roman games with baseball in the American institutional patterns, this modern American game does fit well into the life in these, our United States. For the owners, the managers and the players, baseball is a business. Each team is indeed a business enterprise. The officials who do not win, lose their jobs. The members of the team can be bought and sold. The game between teams is a hard struggle for the final splitting of the profits. Moreover, like in business, the end is to win, success. For the players, baseball carries little of what is known as sportsmanship. By reason of this lack, it was found necessary some years ago to create an office of dictator for the game.

The festival and the dance are play forms found in many parts of the world and fit as well into the social structure of each particular society as baseball, into the American society. The festival which characterized the villages of Mexico provide another example. The festival, or fiesta, is a feast, a holy day, a holiday and celebration all in one. Annually, the village honors its patron saint, who is presented to the people in effigy or by a religious symbol. Within the rituals of the fiesta are the dances, each rigidly regulated as to participants and form, and each carrying from generation to generation pre-hispanic as well as Christian and Indian traditions and teachings. By reason of the unity of action associated with beliefs, fiestas like most forms of play, help to effect unity within a group.

Another example of the dance that has great significance for understanding another culture is the bon dance of Japan. This dance was once highly ceremonial and semi-religious and survives as part of the social heritage of that country. In some respects, it corresponds to our thanksgiving, especially in time of the year. It is a collective activity wherein both sexes and ages, ranging from five to 70, participate. In orderly lines, the young and old go round and round a central stage in step with the beat on a percussion instrument that corresponds to a drum. A sing-song voice calls out to direct the cadence-stepping crowd in their regularity of participation. Though this dance was once associated with a legend of Buddhism it is now secularized, but as a pattern of play, it is of great significance. I admit that the significance as presented in the following statement may be open to question, but at least it challenges the misinformants as to the so-called riots in Japan, April 1960. In the demonstrations designed as protests against the Japanese government, the marchings were in accordance with the patterns of the old bon dance. Round and round the street crowd went. They were not formless rioters as we were led to believe through our news reports.

A study made at the University of Maryland three years ago showed concretely how, in the progress of industrialization, the Japanese society was in process of disorganization. Add to that the fact that the disavowal of war was forced on them by the United States; but at the same time, the fact was forgotten by the officials of our government that basic within the culture of Japan is Buddhism which is a religion of peace. The Westerner's interpretation of the rioting missed the deeper aspects of the Japanese culture, the survival of the bon dance.

Though not confirming my position as to the rioting being a survival of a play pattern, a letter from a knowledgeable woman in Japan strongly indicates that the Western newsmen did not know how to interpret what the so-called "student uprisings" really were. Her letter reads: "It is very difficult to tell you all about the case. I can only say that the true situation was entirely different from what the U. S. newsmen reported. Even Japanese newsmen cannot give an over-all interpretation of this incident." Of course, my opinion is that such newsmen probably lack the ability to interpret their own cultural phenomona through the methods they have learned from the West.

Emphasis have been placed on play as an institutional pattern, but running through the foregoing paragraphs has been the suggestions that play is the expression of the culture of a people. The position taken here is that such is the case but the meaning of the term "culture" must be stated. Culture, as a human and societal phenomenon, is the quality aspects of any society. The exercise of kindness and/or of cruelty, as suggested, characterized the Roman audiences who watched the gladiatorial combats, illustrates what is meant here. Honesty, respect for others and for life, success, maintenance of a healthful environment, the belief in the worthwhileness of education; all these are qualitative aspects of a culture.

Within every culture there are values or what we may term value systems. A value, as here defined objectively, is an act or accomplishment or the espousal of a belief by an individual or group, any or all of which bring prestige, status or reward from the society. To win at a game in baseball or football is a value in the American society. To attain success financially or in the military carries values. Recognition by the society is symbolized in the movies by an Oscar, a statue for a statesman, the presidency for a military man, or a high salary for a "Babe Ruth." Play in our society mirrors values of a people; the values of a people can be judged through this channel. Moreover when people play together, either in cooperation for sportsmanship or in competition, greater understanding can be attained.

Reference has been made to the fact that animals seem to have a play center in the brain which, if stimulated properly causes the animal to respond joyously, and in man much play is associated with sex, food and drink. But the play with which the sociologist is especially concerned is a social, or societal, construct and generally has evolved over a period of time. Thus, young bears play, but their performances have not changed in hundreds of years. Young lambs gambol in the pastures, but they do the same as when I was watching the ewes fifty years ago. But man has devised games -- gambling, horse racing, tennis, football and baseball, poker; a man may bet on a horse race or ride a horse, or just view the race from the grandstand. The play, I repeat, is a social construct, and as it reflects the values of a society it is the concern of the sociologist. Now, we turn to play as an expression of values in the American culture.

Play, Leisure Time, and Values

In the foregoing paragraphs, baseball has been designated as a business insofar as the players, managers, and owners are concerned. But for the people in the stadium, the game may be play, recreation, or leisure time. Within this paper, however, since nothing more is said about recreation, it may be regarded as either, but above all, the action of the audience is an expression of the cultural values. Thus, the big thing about the game is to win. Anything to win is accepted; the audience is ready to do violence to the umpire if his decisions are not approved and the expert player becomes the hero and an authority on cigarettes. Each spectator has had enough experience in the game to think himself an expert; the devotee of the sport can transmit statistics like a Univac, and in no business does the amateur absorb and project more figures. Moreover, this audience is expected to be rowdy, to cheer, to holler, and pound each other on the back. The tentacles of the game reach to the sand-lots and to the Little Leagues, so that anyone who has made a contribution to the leaguers begging for assistance, apparently thinks he has a stake in the big League. Since the players may come from the slum, the local high school, from the colored disposessed, and since on the spectator seats can sit persons of all incomes and levels of education, nothing exhibits American democratic culture better than this game. Perhaps it is within the audience type of leisure-time expenditure that the heart of any culture, its values and value systems, are best exhibited. Furthermore, the expenditure of such time has been institutionalized almost as rigidly as has many of the forms of play.

Within the American society, the providing of equipment for leisure has become big business; a business on which the public spends some $2 billion. The spectator amusements absorb about $18 billion and over $12 billion goes for books, foreign travel, sports events, gold, domestic travel, fishing, camping, boating, radio, the stage, TV, movies, etc. Part of these societal expenditures are surely constructive, and no one can argue that the utilization of most of them is other than wholesome. Max Lerner maintains that the various ways of engaging in leisure time activities expresses the "will-to-youthfulness." But there is undoubtedly much more, as is shown shortly in the examination of our mass media drama. But additional examination of radio and TV programs reveals impeded walls and cholesterol lodged in that circulatory tracts of the value systems.

In order to be able to look at ourselves analytically, we turn to a study of English life and leisure made by Rowntree and Levers, some years ago. Included in their categories of leisure were gambling, drinking, smoking, sexual promiscuity, shoplifting, the movies, the stage, listening to broadcasts, (the study was made before the widespread use of TV), dancing, reading, adult educational activities and going to church. (1)

Since it is impractical to explore all these facets to gain a comprehensive knowledge of the use of leisure time and its meaning in any culture, only one is selected -- the TV in our own society. Consideration is given to what the plays or drama reveals of the culture, the value systems, both objectively and subjectively for our American people. But in looking at the TV drama, it is necessary to examine the meaning of selected plays of the past, one of which has lately appeared on TV. The English watched *Macbeth* some three centuries ago; *Murder in the Cathedral*, by T. S. Eliot, only recently. The latter appeared first on the stage and was later filmed, winning first place at the Venice Art Festival in 1951. Whether in the past, or in the modern-day viewing of the "western" in leisure time, all of us surely have had or have a feeling of association, or empathy, with the characters before our eyes. This is because this drama art form portrays, in some instances, man's search for reality, and at other times, man's eternal problem of right and wrong. Let's turn to the first of these plays, Macbeth.

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(1) Rowntree, B. Seebohm and G. R. Lavers, *English Life and Leisure*, New York: Longmans, Green and Co. 1952.

When the Bard of Avon wrote the tragedy of Macbeth, ensconced within the theology and philosophy of the time was the problem of man's conscience, his sins, and retribution. Though the culture of Shakespeare's day approved bearbaiting, cruelty of all kinds, murder of one's own end, subtley, like the struggling of the crocus in the first sunrays of spring, this major question of the humanistic thinking of the time, was emerging: was a murderer visited with retribution? The answer to the question was given in the affirmative in Macbeth, as it is to be found in the writings of Aldous Huxley today; that is, that good cannot be gained by violence and destruction. Ultimately, violence breeds violence and its use is likely to bring, when put into operation, the power to destroy. When Macbeth was written, the thinking of such possibilities was associated with metaphysical concepts.

The same old question lurks in T. S. Eliot's Murder in the Cathedral. The play itself is a record of the struggle between Church and State, with the plot being laid in the twelfth century. The conflict centered in the dispute between King Henry III and the Archbishop of Canterbury, who had been a close friend of the King. But as a churchman, loyal to his Christian convictions, which were personalized in his conception of the Roman Church, the Archbishop was inwardly driven to defy his former friend. The result was his murder in the Cathedral of Canterbury.

Here is a great play, seen by thousands both at the Old Vic theater in London and on the screen. It portrays a subtle concept within the Christian culture, namely, that through the suffering and spilling of blood, man can find his way. (This idea is still with us.) Few audiences, who in their leisure time have viewed this great drama, would deny Eliot's assertion: "For wherever a saint has dwelt, wherever a martyr has given his blood for the blood of Christ, there is holy ground and the sanctity shall not depart from it . . ." (2)

Such ideas as these relative to Macbeth and Murder in the Cathedral may, at first glance, appear foreign to the educator, regardless of his subject today, but even with limited consideration, it can be concluded that they are exceedingly pertinent. This comes out when a comparison is made as to the ratings given Macbeth and Maverick when both were shown at the same time over two TV networks, only a few weeks ago. Macbeth received a relatively low rating, much indeed below Maverick. "Why?", is immediately asked. The answer, briefly stated is the state of American culture with its objective and legalistic value system. As above defined, it may be recalled, a value is an act or accomplishment by an individual or a group which brings praise, prestige and/or rewards from the society. This is only one side -- the objective -- to the meaning of values or a system of values; there is the subjective, and that is the

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(1) From a leaflet on the Play, Murder in the Cathedral.

consensus of feelings and emotions that are maintained within a society.

Thus it is that Western violence -- fighting, killing, stealing -- all with the ultimate outcome that law prevails, provides pleasure for millions of Americans. They are not concerned nor are they interested in anything that has to do with the inner man, man's qualities of living, his humanity, or humanity's justice, but with law, and with how to live by it and not be punished. Under a culture of this kind: the schools become places for technical training; the churches compete with night clubs as centers for entertainment; and as for law, its administration is by rules, not necessarily by justice; the state becomes the institution of power and a stimulator of hatred, levying taxes by threats without inciting a loyalty that should be internalized as a subjective side of idealism, rather than blind obedience. Taxes are paid because we have to, not because the state provides service; thus the state ceases to be for the people. Homo Americanus has become a biological-psychological entity without internal values, looking for objective approval, subject to the state and the salesman; material goods accumulate and the spirit of man decays, and there are not enough psychiatrists to care for the sick. In our sick society, man has lost his relations with the universe, he is confused in his relation to other men, and the human personality is disorganized because social disorganization is inevitable. The culture in which he grows and lives is an exhibit of objective social disorganization; idealism is dimmed and the individual is lost in the forest of machines.

Physical Education and the Total Personality

These generalizations may not be subject to specific proof but they are hypotheses which any student or teacher in any educational institution needs to face. The subject of play, recreation, and leisure time has been approached within the sociological framework of thinking that involves the total personality on the one hand, and the society with its culture and values on the other. The teacher of physical education today is challenged on two counts: to assist children, youth, and adults to resist the mechanization of our society and succumbing to the valueless mechanical influences. One area in this field that appears to be on the decline is sportsmanship. The idea of sportsmanship, at least partially, comes from the game of cricket in England. "It is not cricket" is an expression embodying the idea that whatever is done must be fair and according to the best rules. Cricket apparently evolved over a period of three or four centuries. Originially, it was only for gentlemen, but restrictions against the lower classes broke; peer and peasant came to play together. It was not a game to win at any price but it was play dominated by the sense of honor, fairness, and fun. The three intertwined, and though one game might have lasted for three days, it was still an affair of sportsmanship.

Associated closely with the idea of restoring sportsmanship is the need to check the complete submerging of play in the waters of commercialism by means of the hysterical performances of our mass society. The Little Leagues inevitably choke spontaneity and cast the growing boy into a channel cut primarily for profits, not for the growth of the human personality. Swimming has become an exhibition of form to sell bathing suits; and most of our national sports events, like baseball, prize fighting and wrestling, have become the exercises of commercial promotion. This might not be so bad were it not that the so-called "sports programs" feed on hysteria and thwart judgment, so that a President can return from a miserable failure in a meeting with representatives of other countries, and to meet him and yell as he goes up the street, government workers are released from their offices and children given time away from school. So the mass becomes the tool of the state. Honest sportsmanship cannot tolerate this. Americans cannot, with any optimistic hope, continue to tolerate living by our government in respect to the U-2 incident, nor the cutting of films to misinform the public as the Reporter alleges the House Un-American Activities Committee has lately done. Sportsmanship means honesty; its exercise must be based on its acceptance as "standard procedure" in the examination within a classroom and demanded from the Executive and Legislative branches of our government.

Reference was made above to the challenge leisure time makes to education, that is, if the expenditure of leisure time contributes to the development of the human personality. Here, we turn to the East, and to a form of play that had no other purpose. That was archery, and archery was an activity that fit into the theories of Buddhism. But it was a form of play, the purpose of which was to develop a state of egolessness. It combined skill, esthetic enjoyment and, theoretically, brought the individual into touch with ultimate reality. Like the dance of the East, the Samuri swordsman practiced rhythmical movements of the body in order to attune the total personality to the unconscious. The aim in archery, as taught within this religion of Zen Buddhism, was not the hitting of a material target, but by its practice the attainment of a spiritual goal. Such is the end of all activities of the devotee of this religion. Intricately associated with the doctrines of this aspect of Buddhism is all Japanese art, the spiritual attitudes of the Samurai, which we Americans could not understand and during the Second World War, misinterpreted, again, something which we Americans cannot comprehend. The end of archery, as taught by the Zen Master, was that the pupil should attain a state of egolessness.

Whether the play of the Orient be archery, the tea ceremony, traditional dancing, painting or the admiration of art, the object is the same, and reflects the aesthetic approach to understanding the nature of the universe and man. Furthermore, such an approach operates against the technology and its supporting sciences which characterize the West. It is the claim of the Orient that resort to nationalism, which of course inevitably accompanies both technology and science, can result only in agnosticism. To the Oriental, as can be seen in most any form of his play, the subjective and the objective cannot be separated. Moreover, art in many forms may be viewed as a form of play; in the Orient, a picture, to be acceptable, must exhibit perfection of balance and harmony. Eastern art has its inception in nature. Hence the flight of a bird, the coloring sunset, the leaves of the bamboo or the glowing cherry blossoms as seen on the scrolls, all are expressions of life values which have "nothing to do with" necessity or utility.

The specialist in physical education may well be curious, if not bored, with the above shifting of ideas, with the use of words - play, drama, recreation, leisure time, radio, TV, etc. So, we turn to a concluding questionable remark, namely, that physical education, if looked at narrowly, should have a minor place in any school curriculum.

Physical Education, Only, Unneeded

Risking an extremely adverse reaction against what I have said and am saying in finishing this paper, I must assert that the specialist in physical education who does not see and practice, in a professional way, his arts in a comprehensive manner, has no place in an educational system. Physical education, to be education at all, must be more than physical. The human being is not just a physical entity; the entity we call a person is said to be of two parts, soul and body. However, until that notion of a two-part personality is extinguished, persons in the so-called physical education profession may be condemned to handle their students with pressure and threats, like the handler of dogs trains his animals to jump through hoops.

Whether condemned by itself or by others, the field of education has been placed to one side in the total educative process, as though the individual is a complex of compartments into which separate disciplinary contents can be stuffed for four years, and at the end of the period of stuffing, the stuffed human being is supposed to be educated. The English teachers tell the innocent freshman how to write his language, the psychologist tells him about his mind, the sociologist explains how each individual is a member of some group, the zoologist can trace the evolution of his physical structure, the chemist can transmit knowledge about the chemical elements of his physical body, and before long the TV advocates will be telling him how his body is only a screen which reflects Covered Wagon, Tombstone and Have Gun, Will Travel.

The Western world today suffers from scientism; no field is more beset with the malady than that of education. Research in any science must be done by taking a very restricted field and probing deeply. To teach by following this practice is splintered scientism. In the area of mental health we learn about split personalities. Actually, scientism seems to splinter personalities rather than put them together. Science separates culture; religion synthesizes. Freudian psychology and psychiatry probe the memory to find if some obstreperous boy or girl sucked the thumb or wet his or her pants when there may have been no other way to get relief. Then, by analysis, the conclusion is that here is the base for not talking enough or yelling too much. Of course these statements are absurd. But I have given them for one reason: the teacher of so-called physical education must deal with the total personality; his work is not science; it is an art. In his teaching he needs to stimulate spontaneity, joy, play, the pleasure of companionship, and the exercise of all the qualities that make life worth living: kindness, justice, honesty, pride in living, courage and, indeed, a total balanced, physical, intellectual and emotional life; three in one which cannot be separated.

AN EDUCATOR VIEWS THE CONTRIBUTION OF CAMPUS INTRAMURAL SPORTS PROGRAM

Donald R. Mallett
Executive Dean
Purdue University

As an administrator, I think I divide the area of physical education at the collegiate level into five general headings: the professional training program; program of research; intercollegiate athletics, which is probably a peripheral program in the strictest sense of the meaning of physical education; the service programs, which represent at many institutions the bulk of the teaching load; and the intramural program. Our considerations today are tied up mainly with the last two categories.

It is obvious that the place of the service courses on virtually all American campuses has been going through a very significant change in the last 15 years. On many campuses, the requirements for physical education have been either drastically reduced, or entirely eliminated. It is my own opinion that this trend will, in all likelihood, continue, and that the pressures for eliminating required physical education courses will become greater in the years ahead. The reasons for this belief are realtively simple.

First, the explosion of knowledge and the accompanying curricular revision, which have been, are, and will be taking place, are demanding more and more of the student's time in the ''academic'' or major areas of his educational program. As this demand for time builds up, one of the first places the faculties will turn for additional time for the student will be through the elimination of required physical education. (We are seeing the same thing in the considerations being given to the question of compulsory, versus voluntary military training.)

Secondly, due to budgetary limitations in all institutions in the years ahead, this would be one area where budgets can be reduced. At this point, I think I would be remiss if I did not state my own opinion, that whether the service programs continue or not, the physical education programs are going to have to operate on a smaller percentage of the budget than they have done in the past.

If such a move should transpire, this would leave a void which I think is most serious in the concept of total education for our college students. It is in filling this void that I think we find one of the primary functions of the intramural program.

In order to do this, the intramural program will have to be oriented to a new role in the college setting. It will have to serve a broader function than it is now serving. In other words, an intramural program becomes actually an integral part of the educational program of the campus.

I think it is only fair, then, to ask what a college should expect from its intramural program, as we look ahead to some of these new concepts which the intramural program is most likely to meet. (I should make it clear here that my basic thinking is obviously colored by our experience at Purdue in the program which we have attempted to develop since we have eliminated all required phsyical education for men.)

Under the new concept, the intramural concept will embrace two general types of activity. The first of these would be the organized intramural program as we have known it, with the teams, the leagues, the tournaments, the championships, etc. But this part of the program probably becomes over the years, a minor, rather than a major part of the program, or in some cases, the only program, as it is now operating.

Along with the so-called organized program, must be developed a program of voluntary, or free-play intramural activity. Encompassed in this concept is the opportunity for unorganized athletic activity, which is most certainly supervised, but at the same time, unorganized. It would include even the off-campus activities such as camping, perhaps winter sports, sailing, and other outdoor recreation. It would also encompass, in my opinion, certain ''sport club'' group activities which would be organized on an informal basis, but sponsored and supervised and instructed through the intramural program. Here we get into such things as sailing clubs, soccer clubs, riding, archery, etc.

This demands a new dimension in the physical education program. It demands imagination, a new approach, and a new type of initiative in the area based upon a sound psychological analysis of the needs, demands, and interests of the student body being served.

There is one other point I would make that ties in with the intramural concept at the collegiate level. I am not a sociologist nor an anthropologist, but I do have fear that we may be raising a generation, or generations, of American citizens who have never know the satisfaction and thrill that comes with real physical conditioning and activity. As I have indicated previously, I do not believe that this is going to be done at the college level. Therefore, it is going to have to come in the elementary and secondary educational program.

There is evidence that our population today is demanding some of this, and is finding it exceedingly difficult to achieve its desires. The fact that people want this and are interested in it, is evidenced by the tremendous growth in bowling, camping, fishing, and other outdoor activity -- golf and similar physical pursuits familiar to all of us.

I think it is time that a group such as this, representing the broad area of physical education at the collegiate level, started to stress the demands for this training and development in the elementary and secondary schools. I think you can take the same position that has been taken in other academic areas that this is a function of these levels, that it is essential to our well being as a nation, as well as the well being of the individuals concerned. That it is your right to expect students coming to you from our secondary system to be ready for the kind of program which you offer at the collegiate level, through a complete and integrated intramural operation.

This demands strong and constructive leadership -- demands an organized program such as we have seen in other areas. It requires studies, but I think it must be done, and I turn to you as the group that must of necessity spearhead the movement.

PROBLEMS IN THE ADMINISTRATION OF A DEPARTMENT OF PHYSICAL EDUCATION AND INTRAMURAL ATHLETICS AS A SINGLE ADMINISTRATIVE UNIT

John A. Glascott
University of Pennsylvania

Let us begin with a quick glance at the development and trends of the administration of our American colleges and universities. The early prototypes of our institutions were run by faculty and students with no separate administrative officers. The increased magnitude of both educational and fiscal operations soon made this impractical. Many American colleges have been founded, not by teachers but by laity, and have been under the supervision of non-academic boards of trustees. Then, we were in a period which sought to determine the type of person best qualified to be a president of a college or university. Should he be a teacher, business or military man, or a churchman? Now there is evidence of a slow but persistent shift toward more consultation with the faculty by the administration so that presidents and deans are, in many cases, being elected after such consultation with the faculty. Faculty senate groups have come into being with the result that they have become a real influence in the decisions of the administration.

With the above in mind, let us consider the following questions:

1. How have our physical education programs and our intramural activities been affected in the past -- and how will they be affected in the future?
2. Who will decide the general policy of the physical education and intramural departments?
3. Will physical education be a required program of one, two, three, or four years? Or will it be an elective program?
4. Will intramural activities be substituted for required programs? Will physical education credit be given for participation?
5. With the present trends in the intercollegiate program, will more stress be put on intramural activities?
6. Who will recommend and appoint the director of physical education? The director of the intramural department?
7. From whom will the physical education-intramural director receive his authority? To whom will he report and be responsible? Will it be to his president, a lay vice-president administrator, or to an academic dean?

The answers to these questions in recent years, and in the years to come, present new and important problems to the administrator of a physical education-intramural department. The ever-present problems remain with the physical education director, such as:

1. Administration of the over-all program, including personnel -- instructional, supervisory, and clerical
2. The maintenance and cleaning of the building, plus the responsibility of the safety of the equipment

3. Attendance at interdepartmental meetings and any other meetings which might affect his department
4. The budget, including modernization of facilities and new equipment
5. Allotment of time and facilities so that there are no inequalities of opportunities for undergraduate and graduate students, fraternities, dormitories, independent student groups, and faculty members; in short, maximum utilization of all available facilities.
6. The establishment of good public relations and maintenance of same with all campus groups and, especially, with allied departments. Initiate an educational program so that any skeptical, academic personnel may be better informed as to the objectives and policies of the department.

Then there are the intramural responsibilities, objectives, and policies; the organization and scheduling of activities season by season and day by day; seeing that facilities are available and in proper order, such as, marking of fields, and so forth. This includes arranging for officials and the necessary equipment in order to start the games or events on scheduled time and have them run in an orderly manner, with the scores and records turned in promptly.

The attention to details, which contributes so largely to the success or failure of your intramural program,. is one of the greatest problems that confronts the director of a physical education-intramural department. The success of the intramural program will be directly proportional to the time and attention given to these detailed arrangements. In large institutions, the director must be an executive, but never lose sight of the fact that frequent, personal contact with the participants arouses interest much more than do mere publicity and motivation campaigns.

The intramural program should be an integral part of the physical education program. As such, it should receive prior administrative consideration if, for no other reason, than that it serves a greater number of students.

Assuming that the administrator of the physical education-intramural department has all the necessary qualifications for the position, his greatest problem is the allocation of his time so that the responsibilities and duties as physical education director will leave him the time necessary to personally see that the intramural activities are first class, and never give the participants the impression that they are in any way, secondary.

The past few years have seen great increases in the numbers of students -- with even grrater numbers to come in future years. Steps have been taken by college and university administrations to take care of this expansion on the academic level with increased personnel, dormitories, classrooms, and laboratories. What is their attitude toward physical education and intramurals?

If it is a basic responsibility of the college or university administration to provide personnel and facilities for adequate, approved, and well-directed recreational activities for the student body as a whole, and with particular emphasis on freshmen so that they acquire orderly habits of study, social conduct, and physical activity which will contribute to the development of the whole man (mental and physical), so that, in later years, they may take their places in -- and make a worthwhile contribution to -- the society in which we live, then it is the responsibility of the director of a physical education-intramural department to see that his department presents such a program which will contribute its part to the over-all educational offerings of his institution.

REPORT OF THE 1960 WESTERN CONFERENCE INTRAMURAL DIRECTORS' MEETING

Rodney J. Grambeau
University of Michigan

The Western Conference Intramural Directors have been meeting annually since 1922. This meeting is held on an alphabetical rotating basis. An exception has been made to this order during the past three years when meetings have been held at institutions which have a new facility, namely: Purdue, Michigan State, and this year, Indiana. Meetings will revert to their former site, the La Salle Hotel in Chicago, as of next year. Meetings are of a day and a half duration, with a planned program.

Representatives from Northwestern and Wisconsin were unable to attend, however, Chet McGraw represented the University of Chicago.

The first speaker was Frank Beeman of Michigan State University who gave a brief synopsis of certain worthwhile aspects of his doctoral dissertation on "Human Relationships in the Administration of Intramural Sports Programs." The study has proved helpful to some directors in making them aware of the critical incidents involved in a problem decision. Mr. Beeman indicated that the study showed a need for a working relationship with students in formulating certain rules and other aspects of the program; however, the direction of the program is a professional job, not to be turned over to students or transients. The absence of continuity or full-time interest might be disastrous, in some cases.

Mr. Pat Mueller of the University of Minnesota discussed "Quality vs. Quantity in Intramural Programs." Mr. Mueller indicated that statistical information about various intramural programs usually indicates total participation in one way or another, and this information is often used to indicate total interest and to gain financial support.

Forfeits were discussed, and it was indicated that they are demoralizing to the program. Ohio State pays officials half-price for forfeits, but if they can promote a practice game the official gets full pay, thus encouraging participation.

Mr. Earl Riskey of the University of Michigan led a discussion on programs for married student housing groups, particularly from a co-recreational viewpoint. It was generally agreed that this is an important area, for which directors will continue to be responsible.

A film showing the new Purdue Recreational Gymnasium was shown and commented on by George Haniford of Purdue. This was followed by a tour of the new physical education plant at Indiana.

An interesting aspect, and one which is repeated yearly, is having each director tell of any new ideas or innovations at his school during the past year. Purdue is using awards of a practical value such as cuff links, tie clasps, etc. Michigan State has developed a supervisor's handbook. Purdue maintains a photographic "Board of Champions." Michigan State has a photographer on call at all times. Purdue has a suggestion box with answers posted on the bulletin board. Indiana indicated cooperation with the Union in conducting I.M. activities. Michigan described a Freshman Orientation Intramural Program for both men and women.

A discussion of touch football injuries was led by Leo Staley, Ohio State. He indicated the use of a checklist for the elimination of injuries covering the following:

1. Examination and observation (restrict those obviously unfit)
2. Inspection of facilities (remove all hazards)
3. Legislation (rules making play safe)
    a. require glass guards
    b. modify rules
4. Education
    a. meet with managers and officials
    b. utilize supervisors on the field
5. Enforce health policies on the field and have a supervisor and trainer on duty at all times
6. Penalties for violations; stiff penalties for rough tactics; no warning.

In discussing accident prevention, the training of officials, strict enforcement of the rules, educating players through supervisors and officials was stressed. It was decided that the Western Conference Directors would make a survey of touch football injuries, directed by Earl Riskey, to be presented at next year's meeting.

The meeting was concluded with a general discussion on the place of the intramural program within the educational picture. Discussion was held as to whether intramurals was a part of athletics, physical education, student activities, or a separate department. Most directors felt that it was a part of physical education with equal status with the required program, graduate program, athletics, etc.

THE 11TH ANNUAL CONFERENCE OF THE NATIONAL INTRAMURAL ASSOCIATION

Ellis J. Mendelsohn
University of Louisville

The National Intramural Association once again followed the policy of rotating the location of its annual conference in an effort to serve its members residing in various sections of the United States. After meeting last year at the United States Military Academy, West Point, New York, the Association moved this year to Purdue University, Lafayette, Indiana, for the 11th annual conference March 24-26, 1960.

Approximately 135 members and guests from colleges and universities located throughout the United States (23 states) attended the three-day conference.

A well-balanced program, which included a wide range of topics related to intramural sports, was arranged by Chairman George Haniford of Purdue and his convention committee.

Among the highlights were the following presentations and discussions:

1. "President's Address"
2. "Philosophy of Intramurals in Representative Universities"
3. "Viewing the Intramural and Campus Recreational Program"
4. "Student Participation in the Administration and Supervision of the Intramural Sports Program"
5. "Intramural Problems of Small, Medium, and Large Institutions"

An interesting presentation was the address given by Dean D. R. Mallett, Executive Dean, Purdue University. Dean Mallett's topic was "An Educator Views the Contributions of a Campus Intramural Sports Program."

In the area of research the following professional papers were presented:

1. "Boy's Intramural Athletic Programs in Iowa's Secondary Schools" -- A field study by Fred C. Beuttler, Iowa State University.
2. "A Survey of the Administration of Intramural Sports Programs for Men in Selected Colleges and Universities in North and South America" -- Rodney S. Grambeau, University of Michigan.
3. "An Analysis of Human Relations in the Administration of Intramural Sports Programs of the Western Conference" -- Harris F. Beeman, Michigan State University.

The annual banquet was held on Friday night, March 25, in the West Faculty Lounge of Purdue's Memorial Union Building. The main speaker of the evening was Dr. L. W. Combs, Driector of Student Health Service and Team Physician, Purdue University.

Officers elected at the business meeting for 1960 were:

President -- Ellis J. Mendelsohn, University of Louisville;
Vice-President -- George Haniford, Purdue University;
Secretary -- J. Malcolm Simon, Newark College of Engineering;
Treasurer -- Embra C. Bowie, Morgan State College;
Consultants -- Al Lumley, Amherst College;
Al Zuaro, New York University.

This conference, one of the most successful, came to a close on Saturday, December 26, with a guided tour of Purdue's new $2 million Recreational Gymnasium.

The 12th Annual Conference of the National Intramural Association will be held at Bowling Green State University on March 23-25, 1961.

Complete reports of the key speeches, and reports of all meetings will be found in the annual proceedings. Copies of the proceedings may be secured from the Secretary -- J. Malcolm Simon, Newark College of Engineering, Newark, New Jersey.

Research

A PILOT STUDY MEASURING STRESS EFFECTIVENESS OF DIFFERENT ANKLE STRAPPINGS

William H. Groves
Eastern Illinois University

There are many ways of taping an ankle which are logical and correct, depending upon the end sought. When two ankles are injured in different anatomical areas it is highly doubtful that identical strappings logically can be used on each to prevent further injury upon mobilization. To prevent possible sprain of a normal ankle, free from immediate injury, a general method of strapping is commonly used. It is in this area that one can find many methods of taping an ankle that tends to lead to confusion or disagreement when discussed.

No one general method of taping an ankle, at the present time, can be described as being better than all other methods. Different pressures used in applying the straps, the lack of uniform anatomy in the ankle joints, and the amount of tape used are all variable factors which make comparisons unreliable. If some control over these factors could be exercised, perhaps more valid comparisons could be made.

In this study, primary attention was given to the control of pressure. Three different subjects were chosen for the test with different ankle anatomy in mind. The quantity of tape used was somewhat in control on tests involving individual straps and was in control in specific combined strappings as they were applied to each of the three subjects. However, no attempt was made to measure the quantity of tape used.

Purpose of the Study

The purpose of this study was to try to organize an approach toward testing various strappings to see if such an approach was feasible; and secondly, to see if some order in results would allow more factual statements to be made concerning strapping the ankle to prevent strain.

Description of the Approach

Apparatus. An apparatus was devised whereby the movement of the tibia, in four directions, could be read from a protractor. This was done by anchoring the foot and measuring the range of motion of the tibia from the vertical as it passed through anterior-posterior and medial-lateral planes. The movement through the anterior plane was described as dorsi-flexion; through the posterior plane as plantar-flexion; through the medial plane as inversion; and through the lateral plane as eversion.

Determining Range of Motion. A maximum range of motion for each movement was determined with no ankle strapping applied. This was done by attaching an 80-pound spring scale to the upper part of the tibia by means of a strap. The leg of each subject was pulled until pain in the ankle joint promoted the subject to declare a halt. At this point the pounds-pull and the degree of movement was recorded. This was repeated several times for each subject and established the two starting points for reference in measuring all further movements in the testing process. For example, one subject, for eversion, showed 32 pounds-pull and 40 degrees movement. A stirrup strap was applied and the original 32 pounds-pull was applied to the tibia but the reading was now 29 degrees. This meant that this particular strap limited motion in eversion of the ankle to 11 degrees. The same process was followed using a different placement of a stirrup strap and the reading showed 33 degrees. This was a restriction of movement in the ankle to only seven degrees. Thus, the nearer the leg approached the original range of motion, the less restrictive was the strap, and vice versa. When restriction in degrees is referred to in the tables, the greater figure infers greater effectiveness in limiting undesirable movement.

Description of straps. All adhesive straps used in this study were of good grade, one and one-half inches wide. Stirrup straps were applied starting from one side of the ankle above the malleolus, passed under the heel to terminate on the opposite of the ankle above the malleolus. Stirrup #1 strap passed behind, but partly covered, the malleoli. Stirrup #2 strap passed directly over the malleoli. Stirrup #3 strap passed in front and partly covered the malleoli.

Diagonal #1 strap started on the lateral side of the foot, passed under the instep, crossed the dorsal part of the foot and terminated on the lateral side of the tibia. Diagonal #2 strap was placed on the foot in a similar manner but with a reversed starting position which began on the medial side of the foot.

The heel-lock #1 strap started on the lateral-dorsal side of the foot, passed under the instep, around the medial side of the heel and terminated above the lateral malleolus. Heel-lock #2 strap was applied in a similar manner but with the starting position reversed.

The figure-8 strap listed with the individual straps, was an adhesive strapping applied under normal pressure and crossed twice over the dorsal aspect of the foot.

The combination straps, or complete strappings, were selected from those commonly mentioned in the literature, excepting the one that bears the writer's name. The Groves strapping is actually a modification of one demonstrated by Thorndike, and has been used by the writer for over 15 years. Thorndike used the Gibney as a basic foundation and applied a pair of diagonal straps along with a pair of heel-lock straps. Groves used Stirrups #1, 2, and 3 straps as the basic foundation and added the diagonals and heel-locks.

The ankle wraps were two inches wide and composed of inelastic cotton material. The one ankle wrap, listed in table 2, crossed the dorsal aspect of the foot twice. The Louisiana Ankle Wrap crossed the dorsal aspect of the foot five times and crossed the sides of the heel twice.

Application of Straps. A battery cable-clip was attached to a 25-pound spring scale. Each adhesive strap was clipped to the scale with the other end placed in the starting position on the subject's right foot. The strap was applied with a constant 15-pound pull showing on the scale at all times. The use of a 15-pound pull was chosen as being near the maximum that adhesive tape could be applied and still keep the ankle reasonably mobile. This assumption turned out to be all right for single or dual straps. However, when some combination taping was applied, the ankle turned "blue" and was too painful for the subject to bear. In these instances, a lighter, normal hand pressure was used in applying the straps. In other instances, normal hand pressure was used for comparative purposes, as is shown in the tables.

Each individual strap was measured for its restrictive ability in each of the four movements, with a new strap applied for each movement. Eash strap, or combinations of straps, was anchored firmly above and below the joint. No adhesive fluid was used on the ankle to insure tape adhesion in order to not complicate control measures. Thirteen different individual or paired straps were tested through four movements involving 52 different applications. In addition to these, nine combinations of strappings were tested along with a basketball and football shoe. For this phase of testing each combination strapping was tested through the four ranges of movement with no re-application of any strap.

Subjects. Three subjects of different body types were used for the study. One subject was relatively small, and participated in intramural activities. The second, the largest of the three, was a varsity basketball player. The third, intermediate in size, was a varsity wrestler. The right ankle of each subject was used throughout the study. In each case the ankle was free from recent sprains or injuries.

Results

Method Used in Interpreting the Results. The three subjects, as had been expected, showed quite a variance in the efficiency of each strap in restricting movement. It was necessary to analyze the efficiency of the straps as they related to each other, and for one subject at a time. This was done by arranging the straps showing greatest efficiency in rank order. In this case, the most efficient would rank first, the next most efficient would rank second, etc. A margin of four degrees interval was used to counteract chance variance in arriving at the ratings. For example, the best strap for one movement may have shown 30 degrees restriction, while another showed 27 degrees restriction. Both would be rated as first, as would a third strap if it showed a restriction anywhere between 27-30 degrees. This same method of rating was applied for each strap in the four ranges of movement, and for each of the three subjects.

When each subject's ratings were compared with the other two, some variances were noticeable between ratings for some straps. This could have been due to anatomical differences of ankle joints. Therefore, in order to attain a more representative means of comparison, the subjects' three ratings for each strap were added and a new rating made. In this case the lower total of the combined ratings was ranked as first, etc. No margin was allowed for this method of ranking, and they could be thought of as "average ratings". If two or more totals were given the same rating.

From among the several possible methods of analyzing the data the writer chose the rating process just described. However, the degrees of restriction of each strap, for each subject in the movements of eversion, were added and rated as one movement. These ratings for each subject were combined and re-rated. The same was done for plantar-flexion and dorsi-flexion movements. Finally, the degrees restriction covering all four movements were added and rated for each subject. These ratings for each subject were combined and re-rated in the manner previously described.

Results of the Analysis. The results of the different ratings for the individual or paired strappings are shown in Table 1. The ratings for the combined or complete strappings are shown in Table 2.

Table 1 shows, for total restriction in all four movements, that the paired diagonal straps and the paired heel-lock straps rated the highest, followed by heel-lock #2. If one wished to predict the highest three ratings of individual or paired straps in this table as being the best for a combined taping, reference to Table 2 would verify this prediction. In place of heel-lock #2, however, the next highest rating strap would be selected to prevent duplication, and stirrups #1 and #3 would be selected.

Since most sprains occur in the lateral planes of movement, it is interesting to see that the paired diagonals and heel-locks also rate first, and rate second and third in anterior-posterior movements. It is here that a discrepancy may be noted in that heel-lock #2 ranks first, yet this same strap is used in the paired heel-locks. This difference is not present, however, in the total degree rating.

Table 2 shows the ratings of the combinations of taping or wrapping. The Mann taping, when applied with 15-pounds pull, showed the greatest restriction but was discarded as not typical of regular use in that the ankle was "blue" and in pain. The Groves taping which is a variation of Thorndike's, employs stirrups #1, 2, and 3 straps, plus the paired diagonals and heel-locks. It may be noted that on this table the three stirrups rate fairly high, and could form the basis for a quickly applied, economical method of taping the ankle.

The Louisiana Ankle Wrap rated fairly high in restricting movement in the lateral planes where most sprains are likely to occur. Where limited time and quantity of tape are present, this wrap would appear to be the best choice.

The two shoes were tested merely to find out how effective they were in limiting motion. As might be expected, the basketball shoe did not limit motion very much and ranked last. The football shoe earned its fairly high rating by limiting motion in the anterior-posterior planes of movement, where sprains are less likely to occur.

Discussion

This study brought out several points that might be mentioned to guide future studies done in this area.

Table 1. Rating of Individual Straps According to Combined Total Degree of Restriction of Three Subjects

Straps	Eversion Inversion Rating	Plantar-flexion Dorsi-flexion Rating	Total Degree Restriction of all Four Movements Rating
Stirrup #1	4	9	10
Stirrup #2	4	8	9
Stirrup #3	7	5	7
Stirrup #1 & #2	3	6	6
Stirrup #1 & #3	6	3	4
Stirrup #2 & #3	7	6	5
Diagonal #1	6	7	8
Diagonal #2	3	6	7
Diagonal #1 & #2	1	3	1
Heel-lock #1	3	4	5
Heel-lock #2	2	1	3
Heel-lock #1 & #2	1	2	2
Figure Eight	4	5	6

Table 2. Rating of Combined Straps According to Combined Total Degree of Restriction of Three Subjects

Straps	Eversion Inversion Rating	Plantar-flexion Dorsi-flexion Rating	Total Degree Restriction of all Four Movements Rating
Gibney 15# Pressure	3	3	3
Gibney Normal Pressure	4	5	6
Gibney 15# Pressure + 2 Heel-lock + 2 Diagonals	2	1	1

(Table 2, Continued)

Straps	Eversion Inversion Rating	Plantar-flexion Dorsi-flexion Rating	Total Degree Restriction of all Four Movements Rating
Gibney Normal Pressure + 2 Heel-Locks + 2 Diagonals	3	2	2
Mann. Normal Pressure	2	5	4
Groves 15# Pressure	1	2	1
Stirrups #1, #2, #3 15# Pressure	3	4	4
Ankle Wrap Cloth, Dorsal Crossing	5	7	7
Louisiana Ankle Wrap	2	6	5
Basketball Shoe	6	8	8
Football Shoe	5	2	4

In the four movements previously described, it was difficult to keep the foot stabilized to prevent spurious readings in degrees of excursion. The straps anchoring the foot to the platform were unsatisfactory. The foot had to be held down by hand in some movements, and in others, a block, forced against the lower part of the foot, had to be used for purposes of stabilization. A similar study, done a number of years ago by the writer, kept the tibia stable and tested excursion of the foot. This method proved too unreliable and the results were never published.

Instead of using a goniometer-type measuring device, a cable attached to the tibia and running over a wheel calibrated in degrees might be utilized.

An improvement in reliability might come about by testing each subject at least three times for each movement and the results averaged.

Less than 15-pounds pressure might be utilized in applying the straps so that no method of taping would have to be eliminated.

Conclusions

The following points are offered as general conclusions concerning the purposes of this study:

1. Future studies concerning stress effectiveness of ankle strappings are feasible and should be encouraged; other areas of the body, particularly the knee, might be studied in a similar manner.

2. Some discrepancies which seem apparent in the original date indicates further study should be done along these lines before unqualified results, free from error, can be claimed; however, in the opinion of the writer, the results were reliable enough to serve as a starting point in supplanting date obtained by empirical means.

PHYSIOLOGIC EFFECTS OF SWIMMING 100-YARD RACES IN WATER OF FIVE TEMPERATURES

Ray H. Martinez
East Carolina College

The purpose of this study (1) was to attempt to determine the effects of selected temperatures of water (69, 74, 79, 84, and 89 degrees F.) on selected physiologic responses (heart rate, rectal temperature, respiratory minute-volume, and energy metabolism) of competitive swimmers who swam a distance of 100 yards.

Procedure for Obtaining Data

Design of Experiment. Since the expired air of a swimmer cannot be collected during a race without interference with the swimmer's progress through the water, an attempt was made to devise, in a testing tank, a stationary swimming procedure that required an expenditure of energy equal to that required to swim a 100-yard race. The heart rate, the respiratory minute-volume, the rectal temperature, and the energy metabolism for each subject were determined while the subject was resting and during the 15-minute periods immediately after he had swum two selected 100-yard races against time in the pool. The subject was then placed in a testing tank, and, by experimentation, an attempt was made to devise a stationary swimming procedure that would cause the data that had been collected after the 100-yard races in the pool to be duplicated when the data were collected after stationary swims in the tank. After the stationary swimming procedure was established, the temperature of the water in the tank was varied, and post-exercise data were collected during and immediately after stationary swims in the tank. These data were compared in an attempt to determine the effects that changes in the temperature of water have on heart rate, respiratory minute-volume, rectal temperature, and energy metabolism.

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(1) This study was conducted in the Research Laboratory of the Physical Education Department at the State University of Iowa in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Subjects. The subjects for this study were three well-trained college swimmers. Two were excellent front-crawl swimmers, and one was an excellent back-crawl swimmer.

For Subject at Rest. For each subject while he was resting the respiratory minute-volume, the heart rate, the rectal temperature, and the energy metabolism were determined and recorded.

For Subject after 100-Yard Races. Races against time were conducted in a 50-yard pool in which the temperature of the water (75 to 76° F.) did not vary more than one degree. To enable the subject to become familiar with the procedures of the experiment, at least three practice sessions were conducted before any data were collected. Before each race for which data were collected, the subject engaged in warm-up procedures of his choice. He was the sole judge of when the race should begin. During each race, the subject wore a nose clip that prevented him from inhaling or exhaling through the nose. Before each race, he tested the nose clip for leaks by attempting to exhale through his nose.

For each race, a stop watch was started when, from a push-off in the water, the feet of the subject left the side of the pool; and the watch was stopped when the subject again made contact with the side of the pool at the completion of the race (two lengths of a 50-yard pool). At the same time, as the first watch was stopped, a second stop watch was started to provide a means for timing the recovery procedures.

Immediately after the race, a no-return mouthpiece was inserted in the mouth of the subject, and the collection of the post-exercise expired air began.

The subject remained in the water for two minutes following the race. His pulse rate was counted on the carotid artery during the second minute following the race, at the end of which time the subject climbed out of the pool and lay in a supine position on the deck of the pool. While the subject was in this resting position, pulse-rate measurements were obtained during the sixth and sixteenth minutes following the race, and rectal temperature measurements were obtained at the end of the fifth and fifteenth minutes following the race. Expired air was collected in a 250-1 Douglas bag for a three-minute period following the race; and for the following twelve minutes of the recovery period, expired air was collected in a 500-1 latex balloon.

The subject swam one 100-yard race against time on each of several days until he had swum two races for which about equal velocities and post-exercise data were obtained. The data collected for these two races were selected to serve as guides for establishing the stationary-swimming procedure in the tank.

For Stationary Swims. Trials for the stationary swims were conducted in water contained in a six-ply wooden tank (12 x 8 x 4 ft.), the inside surface of which was covered with Fiberglas.

A belt was placed about the waist of the subject, and cables that extended backward through a system of pulleys to a spring scale mounted on a kymograph, were attached to the belt. The cables held the subject in place, and the swimming movements of the subject caused a varying force to be exerted on the spring scale attached to the kymograph. A visible continuous record of the elongation and recoil pattern of the scale was recorded on wax paper as the paper rolled past the point of the electrically heated stylus attached to the scale.

During the stationary swims in the tank the subject obtained air through a snorkel-tube. The subject's expired air flowed from the exhaust side of the no-return mouthpiece, through a plastic tube that was connected to a swinging boom, through a Thomas gas meter (where the temperature of the expired air was checked), and into a 100-1 Douglas bag. At the completion of the stationary swim in the tank, a system of valves made it possible during the first three minutes of the recovery period to collect the subject's post-exercise expired air in a 250-1 Douglas bag; and, during the remaining 12 minutes of the recovery period, in a 500-1 latex baloon.

The subject regulated the cadence of his arm stroke by synchronizing his arm strokes with the tape-recorded sounds of a bell-type metronome that were emitted from a speaker connected to a tape recorder. The speaker was placed four feet from the head of the subject.

For the trials necessary to establish a stationary-swimming procedure to elicit in the subject about the same physiologic responses (heart rates, rectal temperatures, respiratory minute-volumes, and energy metabolism) as the two selected 100-yard races in the pool, the temperature of the water in the tank was not varied more than one degree (75 to 76° F.). For each of these trials, the subject swam with a given arm-stroke cadence for the same period of time as was required to swim the slower of the two races (not more than .2 sec.) selected from the trials in the pool. Data were collected for various cadences of stroke until the cadence was determined that elicited in the subject about the same post-exercise heart rates, rectal temperatures, and respiratory minute-volumes as were elicited as a result of the 100-yard races in the pool.

The cadence that was selected for the stationary-swimming procedure was the fastest cadence that the subject could, with good arm-stroke mechanics, maintain for the stationary swim. For this cadence, a final check was made by the obtaining post-exercise energy metabolism of the subject. This cadence produced about the same post-exercise physiologic responses as did the 100-yard races in the pool.

For each subject the procedure for the stationary swimming was standardized by recording with a tape-recorder: 1. the instructions to the subject, 2. the arm-stroke cadence (amplified sound of a bell-type metronome), and 3. at the proper intervals, the signal that indicated when the post-exercise measurements should be obtained.

For Five Temperatures of Water. The subject while in the post-absorptive state was tested in the tank daily during the same hour of the morning, Tuesday through Saturday. The tests were conducted over a three-week period. The temperature of the water in which the tests were conducted was varied from day to day by adding ice or hot water to the water in the tank. For the tests that were conducted in the tank during the morning of the first day (Tuesday) of the first week of tests, the temperature of the water in the tank was 69 degrees F.; and for each succeeding day of the remaining four days of the week the temperature of the water in the tank was raised five degrees Fahrenheit. During the second week of the tests the temperature of the water in the tank was varied from day to day as follows: 89, 84, 79, 74, and 69 degrees F.; and during the third week of the tests: 69, 74, 79, 84, and 89 degrees F.

In establishing the procedure for the stationary swimming, it was observed that during the 15-minute recovery periods none of the selected physiologic responses returned to those of the subject at rest. Therefore, during the three weeks of testing in the tank, pulse rates were taken during the second, sixth, sixteenth, and twenty-first minutes after each stationary swim in the tank; and rectal temperatures were taken at the end of the fifth, tenth, and twentieth minutes after each of the stationary swims in the tank. Energy-metabolism measurements could not be extended over a 20 -minute period because the equipment available limited the collection of expired air to a 15-minute period. However, the volume of the air expired 15 to 20 minutes after each stationary swim in the tank was measured and recorded.

Findings

Through the use of selected post-exercise physiologic responses (heart rate, rectal temperature, respiratory minute-volume, and energy metabolism), it is possible to establish in a tank a stationary-swimming procedure that requires an expenditure of energy about equal to the energy required to swim a 100-yard race.

During the three to 15-minute and the 15 to 20-minute recovery periods, all the subjects demanded a smaller exchange of air after stationary swims in the tank in water with a temperature of 79 degrees F. than during similar recovery periods after stationary swims in the tank in water with a temperature of 69, 74, 84, or 89 degrees F.

For all the subjects, the amount of heat produced during the three- to 15-minute recovery periods after the stationary swims in the tank in water with a temperature of 79 degrees F. is less than the heat produced during similar recovery periods after the stationary swims in the tank in water with a temperature of 69, 74, 84, or 89 degrees F.

For all the subjects, the rectal temperatures that were obtained five, 15, and 20 minutes after the stationary swims in the tank in water with a temperature of 79, 84, or 89 degrees F. are higher than the rectal temperatures that were obtained after the stationary swims in the tank in water with a temperature of 69 or 74 degrees F.

For all the subjects, the differences between the heart rates that were measured during the four one-minute periods -- the second, the sixth, the sixteenth, and the twenty-first minute -- after the stationary swims in the tank are random differences.

The differences between the rates of carbon dioxide production, and the differences between the respiratory quotients during the stationary swims in the tank and during all the recovery periods, are random differences.

Generalization

The findings in this study indicate that well-trained competitive swimmers may expand less energy during 100-yard races in water with a temperature of 79 degrees F than during 100-yard races in water with a temperature of 69, 74, 84, or 89 degrees F.

A COMPARISON OF FOUR APPROACHES TO INCREASING PHYSICAL FITNESS

Billy O. Wireman
Florida Presbyterian College

It was the purpose of this experiment to study the relative effectiveness of four different approaches to increasing the physical fitness status of male college freshmen. These four approaches were:

1. A program of calisthenics, games, and sports with the students receiving a periodic knowledge of results
2. A program of calisthenics, games, and sports with the students receiving no knowledge of results
3. A program of games and sports with the students receiving a periodic knowledge of results
4. A program of games and sports with the students receiving no knowledge of results.

Procedures

Every attempt was made to use the most objective methods which would introduce the least amount unaccounted for variability, and thus, make it possible to draw statistically sound inferences and generalizations from the findings.

Experimental Design

A Lindquist Type III Design was used to run a complete analysis of variance to test the stated hypotheses. Lindquist explains the nature of this particular design in the following manner: "Suppose that a factorial experiment is to be performed with three factors, A, B, and C, with a possible total of A, B, and C treatment combinations. In such situations, one of the treatment classifications (A) may be such that all treatments in that classification are administrable to the same subjects, but this may not be true of the other (B and C) classifications." (1) In relating this design to the present experiment, it can be seen that the "A" treatment, or the one administrable to the same subjects, was the testing which was done every sixth class period. The results of these testings constituted the criterion for determining if the experimental variables under consideration had any observed effect on the physical fitness status of the subjects. The "B" treatments consisted of programs of calisthenics, games, and sports, and just games and sports. The "C" treatments were providing a knowledge of results and withholding a knowledge of results.

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(1) Lindquist, E. F. Design and Analysis of Experiments in Psychology and Education. Boston: Houghton Mifflin Company, 1956. pp. 281-82.

Hypotheses

There were four hypotheses tested in the experiment. They were:

1. There would be no combination of course content, knowledge of results, or periodic testings which would combine to result in an increase in physical fitness.
2. Knowledge of results would not facilitate an increase in physical fitness.
3. Physical fitness improvement would not be a function of course content.
4. The physical fitness status of the subjects would not improve over the experimental period.

Instrument

The Indiana Motor Fitness Test for High School and College Men was used to determine, periodically, the subject's physical fitness index.

Sample

The sample used in the experiment consisted of 48 male freshmen enrolled in a required physical education orientation course. These 48 boys were assigned on a random basis to one of the four groups, each of which received a different treatment. These subjects were conceived of as a random sample of the male freshmen population at Shepherd College, Shepherdstown, West Virginia.

Administrative Procedures

Each of the four groups was assigned a different program on a random basis. Group C_1B_1 was selected to receive a program of calisthenics, games, and sports with a periodic knowledge or results. Group C_1B_1 was assigned a program of games and sports with a periodic knowledge of results. Group C_2B_1 was selected to receive a program of calisthenics, games, and sports without a knowledge of results. Group C_2B_2 received a program of games and sports without a knowledge of results.

All four groups were tested every sixth class meeting with the chosen instrument. This testing was done by the experimenter with the help of four student assistants. The two groups who received a periodic knowledge of results were presented with Individual Progress Cards at the class session immediately following the testing session.

These cards were distributed to the appropriate groups without comment, so as to minimize the possibility of praise or reproof being interpreted from the remarks.

The experiment began on September 15, 1959 and was terminated on December 10, 1959. The class met twice weekly during this period for one-hour periods which resulted in 25 class sessions.

Analysis of the Data

The first hypothesis tested in the experiment was the one of no "ABC" interaction. This hypothesis was tenable. In the absence of an "ABC" interaction, the next hypotheses tested were the ones of no "BC" interaction, no "AB" interaction, and no "AC" interaction. These hypotheses were acceptable with the exception of the latter. The presence of this "AC" interaction indicated that there was some combination of the periodic testings, which constituted the "C" treatments, coalescing to provide unequal treatment means at the "AC" level.

In breaking the experiment down into its next logical step, a Lindquist Type I Design presented the most valid way to test the effects of the "A" treatments at the various levels of "C". It appeared that there would be two such designs, one for each level of "C".

Type I Design at Level C_1

The first hypothesis tested at the C_1 level was the one of no "AB" interaction. This hypothesis was found tenable. The main effects were then tested. A difference did exist in the "A" means at the C_1 level. The simple effects of "A" were then tested. A critical difference was determined for comparing the "A" means at the C_1 level. This critical difference amounted to 8.89. If the difference between any two "A" means at the C_1 level was equal to or greater than 8.89, it was concluded that a significant difference existed.

The mean for each level of "A" at the C_1 level was calculated. A critical difference table was established which compared the various "A" means. Several differences were present in the "A" means. Inasmuch as the mean for A_1 was smaller than the means for A_2, A_3 A_4, and A_5, it was concluded that providing a knowledge of results had some effect on the physical fitness status of the subjects after the first testing.

Type I Design at Level C_2

In further breaking the design down to locate this "AC" interaction, it was also necessary to run a Type I Design at the C_2 level. The first hypothesis tested at the C_2 level was the one of no "AB" interaction. This hypothesis was found tenable. The main effects were than tested. A difference did exist in the "A" means at the C_2 level. The simple effects of "A" were then tested.

Inasmuch as the error term for the entire data was used in determining the "F" ratio at the C_2 level and each "A" mean consisted of

24 scores, the same critical difference was valid at the C_2 level that was used at the C_1 level. This critical difference was 8.89. The mean for each level of "A" at the C_2 level was calculated. A critical difference table was established for comparing the various "A" means at the C_2 level.

It was concluded that the "A" mean at C_2 level was smallest, initially, but did tend to increase as the experiment progressed. A comparison of the differences in the "A" means at the C_1 level and the differences in the "A" means at the C_2 level, however, indicate that the discrepancies between the means at the C_1 level were markedly larger than the ones at the C_2 level. The practical interpretation of these findings seem to indicate that a knowledge of results facilitated larger gains in physical fitness than did no knowledge of results.

Conclusions

In summarizing the findings which emerged from the experiment, the following conclusions were drawn:

1. Hypothesis 1 was rejected. While there was no "ABC" interaction, there did prove to be an "AC" interaction. The presence of this interaction seemed to indicate that there was some combination of periods of observations and knowledge of results combining to result in unequal treatment means at the "AC" level.
2. Hypothesis 2 was rejected and it was therefore concluded that a knowledge of results did facilitate an increase in physical fitness.
3. Hypothesis 3 was accepted and it was therefore concluded that physical fitness improvement was not a function of course content.
4. Hypothesis 4 was rejected and it was therefore concluded that the physical fitness status of the subjects did improve over the experimental period.
5. There was no combination of knowledge of results and calisthenics which had any effect on the physical fitness status of the subjects when considered independently of the time factor. Stated statistically this means there was no "BC" interaction.
6. There was no combination of periods of observations and calisthenics which had any effect on the physical fitness status of the subjects when considered independently of the knowledge of results factor. Stated statistically, this means there was no "AB" interaction.

Recommendations

The author wishes to emphasize that in experimental research we never prove anything conclusively. At best, we build strong cases supported by circumstantial evidence. In this piece of research, it should be remembered that there was always the possibility of making an alpha error and, too, there may have been trends in the experimental means which were not distinct enough to be detected at the .05 level of significance. Theoretically, all reserach and experimentation should be conducted for the purpose of validating or disproving current theory and thereby improving the quality of instruction. Using these two concepts as guidelines, the author feels that perhaps the administrators charged with the responsibility of conducting physical fitness programs might give some consideration to this psychological principle of informing students periodically of their progress or regression. This does not imply that the planned program of calisthenics should be relegated to an inferior place in the curriculum. It does, however, suggest that the two factors (calisthenics and a knowledge of results) might be combined and more effectively integrated into the physical fitness program. For, while the results of the study were far from overwhelming and unequivocal, the author feels it safe and statistically sound to make the following statement concerning the findings from the study:

> Of the experimental variables under consideration, knowledge of results seemed to be the most effective for the singular task of increasing the physical fitness status of male college freshmen.

STROKE VOLUME AT REST AND AFTER EXHAUSTIVE EXERCISE IN TRAINED AND UNTRAINED SUBJECTS

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Current concepts concerning cardiac performance in man are derived from computation of data obtained through indirect assessments of kinetic energy output of the heart. Procedures for direct and continuous measurement of the critical parameters of cardiac function have so far not been available for use on human subjects. The perfection during the past 15 years of the technique of cardiac catheterization which involves the threading of long slender tubes into systemic veins to pass into the right atrium, the right ventricle and the pulmonary artery, or directly into the left atrium and ventricle, or into a systemic artery, has led to a better understanding of the basic physiological processes involved in the dynamics of the heart. But it has not advanced our knowledge of the effect of exercise and of training upon cardiac stroke volume. The same statement holds true in regard to roentgenological attempts to arrive at a continuous visual projection of the heart, and to compute volumetric changes between systole and diastole with the help of empirical formulas. Even by employing intravenous injection of radiopaque substances which cast a heavy shadow on an X-ray plate while they are moving through heart and blood vessels, the stroke volume of the ventricles can only be estimated.

No direct quantitative information is thus obtainable on the force releases in the myocardium during consecutive cardiac cycles. The two most used procedures to measure cardiac performance in man are the Fick principle and the Stewart principle. The first is based on the fact that if the quantity of a substance in the blood increases or decreases while passing through an organ, the blood flow through the organ can be computed from the quantity of the substance in the blood entering the organ; the quantity of the substance in the blood leaving the organ; and the total quantity of the substance exchanged per unit time. The second method relies on the fact that the volume of fluid in a container can be calculated by adding a known quantity of dye and that its concentration can be measured after it has become evenly dispersed throughout the fluid medium.

Both the Fick method and the Stewart method yield, at best, estimates of blood flow over long periods, that is, periods during which many cardiac contractions occur. Thus, any statements on cardiac stroke volume derived from studies undertaken with the above two methods represent but arithmetic averages. They do not reflect the force gradients and force variants which can be shown to occur under the influence of a number of physiological determinants, for example respiration. In other words, stroke volume changes from beat to beat. The introduction of ballistocardiography has opened up a new field of study of cardiac performance in man. The ballistocardiogram is a force record of cardiac systole and three different dynamic facets of the phase under reference can thus be studied, viz., displacement, velocity and acceleration.

In our research investigation, acceleration records were taken. As we have shown elsewhere, amplitude and time components of the normal ballistocardiogram are measurable in accordance with standardized analytical procedures, and the IJ stroke of the record is the one which reflects sensitively alterations of released forces in the myocardium during systole.

The validity of the underlying principle has been demonstrated in a series of classical investigations by Isaac Starr (in Philadelphia) who was able to simulate the force patterns that are measurably expressed in the ballistocardiographic amplitude component under reference above. Thus, the fact that the IJ stroke changes reflect cardiac force changes is established beyond doubt. Variants of IJ as are seen in serial experiments with one and the same subject reflect corresponding variants in stroke volume. The question as to the quantitative relationship between a single ballistocardiographic amplitude and its volumetric equivalents in terms of the amount of blood leaving the left ventricle during one systolic contraction is still under study. However, the relative correspondence of the two factors under consideration is well established.

Twenty-four students (18 male and 6 female) ran a distance of 2.2 miles on a standard cross-country course. Serial electro- and ballistocardiograms were taken simultaneously before, immediately after the race, and at different times during a 45 minute period of recovery. Quantitative analyses of the tracings were undertaken in accordance with the standard procedure elaborated in our department and the data statistically evaluated in their relationship to performance (running times), body measurements (including subcutaneous fat depots), and a variety of other cardiac components, among them length of isometric contraction period. The results obtained in this study will be presented alongside with a large number of tracings and tables and, because of technical considerations, can, therefore, not be detailed in this communication.

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THE EFFECT OF EXERCISES ON REGIONAL SUBCUTANEOUS FAT ACCUMULATIONS

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It was the purpose of this study (1) to investigate the premise that subcutaneous fat can be reduced regionally by means of activating the proximate muscle groups over a period of time.

For many years a difference of opinion has existed regarding the relative effectiveness of regionally reducing subcutaneous fat layers of humans by means of specifically planned exercise of proximate muscle groups. The proponents of this view contend that fat will disappear in localities where muscles are active and in proportion to their activity. However, others have criticized this claim on the basis of a lack of experimental evidence.

It would appear from the literature that the adherents of the former school of thought have based their claims principally on speculation; even the small number of studies which have been carried out on humans lacked sufficient control to warrant the conclusions drawn.

Method of Study. The problem was investigated in two ways: (1) by observing any changes in the thickness of a subcutaneous fat layer as a result of activating an underlying unilateral muscle over a period of time, using the subcutaneous fat layer over the inactive contralateral muscle as a control; and 2. by determining whether the relative subcutaneous fat patterning which has been observed to persist in weight loss through dietary restriction (2) can be altered by exercising specific muscle groups during weight loss caused principally by a reduced caloric intake.

Following a review of the literature on skinfold calipers, it was decided that the instrument which met the recommended specifications most completely was the Harpenden Skinfold Caliper which has been tested and approved by the British Medical Research Council. The

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(1) This paper is an abstract of a study that was conducted at the University of Illinois in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

(2) S. M. Garn, "Relative Fat Patterning; An Individual Characteristic," Human Biology, 27:75-89, 1955.

Harpenden Caliper was the instrument used to measure the skinfolds in this study.

Sub-problem I

In this sub-problem, which involved the participation of fifteen subjects, changes were observed in the skinfold thickness over the triceps of the dominant arm which was exercised by weight training for ten weeks; the skinfold over the inactive contralateral triceps served as a control. To determine these changes, the difference in skinfold thickness between the two arms before the weight training program was subtracted from the difference in skinfold thickness between the two arms after the weight training program. This difference was treated statistically using the t ratio for paired observations. Prior to the experiment, the investigator established the 5 percent level as that level of probability at which the null hypothesis (activating the triceps by weight training will not cause a decrease in skinfold thickness over this muscle) for a one-tailed test would be rejected and the alternative hypothesis accepted, i.e., activating the triceps by weight training does cause a decrease in skinfold thickness over this muscle. The reliability coefficient for the skinfold measurement over the triceps was determined and found to be 0.97.

The weight training took place three times per week and consisted of forearm extension using a dumbbell of such weight that it could be pressed out between 10 and 15 consecutive repetitions when the triceps was rested. This was repeated by each subject until he had completed three sets of the exercise (30 to 45 repetitions). The subjects were not permitted to hesitate more than one second between repetitions; a two-minute rest interval was taken between each set of the exercise. When a subject reached the point where he could carry out 15 repetitions of forearm extension during each of the three sets, the weight of the dumbbell was increased.

Sub-problem II

Since it has been observed that the relative subcutaneous fat pattern seems to be an individual characteristic, probably genetically determined and remaining the same even after weight loss, a study was planned to determine whether exercise of selected muscle groups would effect this pattern of subcutaneous fat loss. By recording on a graph the amount of subcutaneous fat at 15 sites on the body (millimeters of skinfold thickness), it was possible to have a profile of an individual's subcutaneous fat pattern and to plot the changes in this profile as a result of dietary restriction without exercise and dietary restriction with selected exercises.

This sub-problem consisted of two phases, six overweight subjects taking part in each phase. After initial skinfold measurements, the subjects in the first phase underwent a six-week period of diet without exercise followed by a seven-week period of diet with selected exercises. As a result of the weight loss incurred during the first six weeks of the experimental program, it was possible to derive a profile illustrating that subcutaneous fat at any site on the body is reduced in proportion to the amount present. With a record of this profile, the effect of diet, with the selected exercises on the profile, could be determined.

In the second phase of the sub-problem the subjects, after initial skinfold measurements, began the experimental program with diet and the selected exercises for five weeks and then were placed on a program of diet without exercise for approximately six weeks. By graphical analysis it was possible to determine whether the profile obtained following the exercise program deviated in any way from the first and last profile, thereby indicating any tendency for subcutaneous fat to be reduced around the activated muscle groups.

In each phase of the sub-problem, the subjects were switched to the new program when the majority had approached the halfway point in their weight reduction goal. When any particular subject reached the point where he had achieved his optimum weight, his skinfolds were measured and he was withdrawn from the study.

The exercise program in sub-problem II consisted of endurance running and a series of exercises involving muscles in the lower half of the body. In this way it was possible to determine whether there was any alteration in a subject's subcutaneous fat pattern as a result of the exercise. The exercise program was carried out three times per week with the intensity progressively increased as the fitness of the subjects improved.

Standard deviations were calculated at each skinfold site on each of the 12 overweight subjects. This enabled the investigator to determine how much confidence could be placed in the measurements at a particular site and thus more accurately judge the value of any apparent changes in a subject's profile, as a result of the exercise directed to specific regions of the body. The skinfold sites used are as follows:

a. Cheek
b. Chin
c. Sub-scapular
d. Triceps
e. Biceps
f. Juxta-nipple
g. Lateral-thorax
h. Sub-thorax
i. Abdominal
j. Umbilicus
k. Supra-iliac
l. Hip
m. Front thigh
n. Supra-knee
o. Medial calf

Results and Conclusions. In sub-problem I, an analysis of the skinfold changes which took place over both triceps, as a result of exercising the triceps of the dominant arm by weight training, failed to indicate statistically that the subcutaneous fat over the exercised triceps was reduced. On the average, the skinfold thickness decreased over both the exercised triceps and the non-exercised triceps; however, the skinfolds decreased less over the exercised triceps than over the non-exercised triceps. It is, therefore, concluded that the evidence in this sub-problem does not support the postulate that subcutaneous fat disappears in localities where muscles are active and in proportion to their activity.

A product-moment correlation was computed between the amount of strength gained by the exercised triceps and the changes in skinfold thickness over the exercised triceps. This correlation was found to be 0.43 which is significant at the 10 percent level. If this apparent relationship is not a chance happening, it could be due to an increase in the vascularity of the subcutaneous tissues as a result of the training program.

To determine whether the weight training in sub-problem I actually increased the strength of the triceps which was exercised, the amount of mean improvement was analyzed statistically and found to be significant at the 1 percent level.

The data in sub-problem I indicated that there were no cross transfer effects of training on strength to the non-exercised triceps as a result of exercising the triceps on the dominant arm by weight training.

In sub-problem II, a graphical analysis of the subcutaneous fat patterns of those subjects who underwent a period of diet without exercise followed by a period of diet with selected exercises revealed no tendency for the exercise program to alter the subcutaneous fat patterns observed in weight loss due solely to dietary restriction. Therefore, it is concluded from these date that the popular idea of specifically planned exercise of certain muscle groups for the elimination of regional subcutaneous fat accumulations is not valid.

A graphical analysis of the subcutaneous fat patterns of those subjects in sub-problem II who initially underwent a period of diet with the selected exercises followed by a period of diet without these exercises also failed to indicate that exercises directed to specific areas of the body alter the subcutaneous fat patterns.

A SYNTHESIS OF NEW AND SUPERIOR ATTACK SKILLS FOR FENCING

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Five distances may be defined for attacks for fencing. From distance I, the distance from the riposte, the foil point is eight inches from the target. From distance II, the distance for the advance, the foil-arm extends during the advance in order that a hit on the target may be recorded. From distance II, the foil point is 21 inches from the target. From distance III, the distance for the lunge, the foil point is 33 inches from the target. From distance IV, the distance for the advance-lunge, the foil point is 47 inches from the target. From distance V, the distance for the flèche, the foil point is 73 inches from the target.

Description of the classical and new attack skills. The information which follows is taken from a cinematographic analysis and Fencing Recorder graphs. The performance of the classical attack from distance I is the same as the performance of the new attack from distance I. The subject first extends the foil-arm accelerating sufficiently to activate the mercury switch in the foil. Within .11 second, the

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Note: Information on controls, supplemental data, and related references will be sent by the senior writer upon request.

target is struck by the foil point, and acceleration ceases to be recorded. The time for the classical attack and the new attack from distance I is .11 second.

The subject begins the classical attack from distance II by developing with the rear foot 40 pounds of thrust horizontally rearward. Within .02 second, the forward foot lifts and begins its displacement forward. Within .15 second, the subject accelerates sufficiently to activate the mercury switch in the foil. Within .15 second, the forward foot lights. Within .01 second, the thrust from the rear foot decreases to 35 pounds horizontally rearward and ceases to be recorded. Within .10 second, the foil point strikes the target, which movement completes the attack. Within .06 second the rear foot lights. The time for the classical attack from distance II is .45 second.

The subject begins the new attack from distance II by developing with the rear foot 40 pounds of thrust horizontally rearward. Within .06 second, the subject accelerates sufficiently to activate the mercury switch in the foil. Within .13 second, thrust from the rear foot decreases to 35 pounds horizontally rearward and ceases to be recorded. Within .11 second, the target is struck by the foil point, and acceleration ceases to be recorded. The time for the new attack from distance II is .30 second.

The subject begins the classical attack from distance III by developing with the rear foot 40 pounds of thrust horizontally rearward. Within .02 second, the forward foot lifts and begins its displacement forward. Within .03 second, the subject accelerates sufficiently to activate the mercury switch in the foil. Within .19 second, the thrust from the rear foot decreases to 35 pounds horizontally rearward and ceases to be recorded. Within .08 second, the forward foot lights. Within .01 second, the target is struck by the foil point, and acceleration ceases to be recorded. The time for the classical attack from distance III is .32 second.

The subject begins the new attack from distance III by developing with the rear foot 40 pounds of thrust horizontally rearward. Within .09 second, the forward foot bears no weight. Within .08 second the subject accelerates sufficiently to activate the mercury switch in the foil. Within .06 second, the thrust from the rear foot decreases to 35 pounds horizontally rearward and ceases to be recorded. Within .15 second the target is struck with the foil point (which movement completes the attack), and acceleration ceases to be recorded. Within .09 second, the forward foot bears weight. Within .21 second, the forward foot lifts and within .17 second the forward foot lights. The time for the new attack from distance III is .38 second.

The subject begins the classical attack from distance IV by developing with the rear foot 40 pounds of thrust horizontally rearward, and by lifting the forward foot thus beginning its displacement forward. Within .13 second, the subject accelerates sufficiently to activate the mercury switch in the foil. Within .16 second, the thrust from the rear foot decreases to 35 pounds horizontally rearward and ceases to be recorded. Within .04 second, the forward foot lights. Within .02 second, the rear foot lifts and begins its displacement forward. Within .10 second, the rear foot lights completing the advance. Within .05 second, the rear foot lights completing the advance. Within .05

second, the forward foot lifts and begins the lunge. Within .18 second, the forward foot lights. Within .01 second the target is struck with the point of the foil (which movement completes the attack), and acceleration ceases to be recorded. The time for the classical attack from distance IV is .69 second.

The subject begins the new attack from distance IV by developing with the rear foot 40 pounds of thrust horizontally rearward. Within .15 second, the thrust from the rear foot decreases to 35 pounds and ceases to be recorded. Within .01 second, the subject accelerates sufficiently to activate the mercury switch in the foil. Within .13 second, the rear foot begins its displacement forward. Within .19 second, the forward foot lifts and begins its displacement forward as acceleration ceases to be recorded. Within .02 second, the subject again accelerates sufficiently to activate the mercury switch in the foil. Within .07 second, the rear foot completes its displacement forward. Within .02 second, the foil point strikes the target (which movement completes the attack), and acceleration ceases to be recorded. Within .23 second, the forward foot lights. The time for the new attack from distance IV is .58 second.

The subject begins the classical attack from distance V by developing with the rear foot 40 pounds of thrust horizontally rearward. Within .05 second, the subject accelerates sufficiently to activate the mercury switch in the foil. Within .23 second, the thrust from the rear foot decreases to 35 pounds and ceases to be recorded as the rear foot begins its displacement forward. Within .28 second, the forward foot bears no weight. Within .05 second, with the rear foot in the air, the forward foot lifts. Within .11 second, the rear foot lights. Within .02 second, the foil point strikes the target (which movement completes the attack) and acceleration ceases to be recorded. The time for the classical attack from distance V is .73 second.

The subject begins the new attack from distance V by developing with the rear foot 40 pounds of thrust horizontally rearward. Within .05 second, the forward foot bears no weight. Within .03 second, the subject accelerates sufficiently to activate the mercury switch in the foil. Within .04 second, the forward foot bears weight again and reactivates the rear switchmat. Within .08 second the thrust of the rear foot decreases to 35 pounds and ceases to be recorded as the rear foot begins its displacement forward. Withing .13 second, the rear foot collides with the forward foot. Within .04 second, the forward foot bears no weight. Within .02 second, the forward foot lifts and begins its displacement forward. Within .15 second, the rear foot lights on the rear switchmat. Within .11 second, the forward foot lights. Within .01 second, acceleration ceases to be recorded. Within .10 second, the rear foot bears no weight. Within .03 second, the foil point strikes the target, which movement completes the attack. The time for the new attack from distance V is .82 second.

Execution of the new attack skills. The new attacks from distances II, III, IV, and V should be started by thrusting with the rear foot rearward. The trunk should incline forward until aligned with the rear limb. The sword-arm should extend (1) before the target is struck in attacks from distances II and III or (2) as the forward foot begins to thrust rearward in attacks from distances IV and V. The respective forces should be added just before maximum velocity and zero acceleration have been achieved with the preceding force, in order that acceleration be continuous. The umbilicus should travel a straight line toward the target. There should be minimal support and no resistance from the forward limb as the center of weight moves toward, over and beyond the forward foot. The thrust of the forward foot should be delivered rearward as much as possible with the smallest supporting or upward component. In the new attacks from distances IV and V, the target should be struck before or as the forward foot completes its thrust rearward.

Summary. The classical attack skills require four movement patterns; one for the attacks from distances I and II, the second for the attack from distance III, the third for the attack from distance IV, and the fourth for the attack from distance V. The new attack skills require one movement pattern which is seen in its entirety in the attack from distance V. Therefore, the new attack skills represent a simplification in problems of learning and problems of choice of attack.

Under the rules of fencing with the foil and the saber, the classical attack to distance IV is considered "two fencing times" and is subject to counterattack. The new attack skills represent an uninterrupted progression forward, must be considered under the rules as "one fencing time" for attacks from distance I through V, and would not be subject to counterattack.

Problems of pursuit are important since an adversary may flee to avoid an attack. The best solution to these problems would be to attack from the distance at which the adversary is found (usually distance III), then link an additional attack skill if he should flee. The classical attack skills provide for the progressive linkage of attacks only from distance I to distance II. In attacks from distance I to III, I to II to IV, or I to V, stopping or scoring at intermediate distances would be difficult. There is no provision for the linkage of supplemental attack skills without interrupting acceleration or without decreasing velocity. The new attack skills, however, provide: (1) for progressive pursuit from distances I through V without interruption of acceleration or loss of velocity; and (2) for stopping or scoring at intermediate distances without difficulty.

The mechanics of the classical attack skills provide for recovery or negative movements of the lower limbs, before the foil point strikes the target. The classical attack to distance II provides for the negative movements forward of the forward lower limb and the rearward lower limb. The classical attack to distance III provides for the negative movement forward of the forward lower limb. The classical attack to distance IV provides for the negative movements forward (1) of the forward lower limb and the rearward lower limb during the advance, and (2) of the forward lower limb during the lunge. The classical attack to distance V provides for the negative movement forward of the rearward lower limb. Additional negative reactions in the hip and the shoulder girdles, which also shorten reach, occur as the rearward lower limb passes the forward limb. The mechanics of the new attack skills from distances II through V are devoid of negative lower-limb movements.

A COMPARISON OF SELECTED MOTOR MOVEMENTS RELATIVE TO PHYSIOLOGICAL CRITERIA

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The purposes of this experiment were to equate several selected exercises as to strenuousness relative to cardiovascular response, and to stress the significance of establishing common physiological denominators toward standardized methods in determining dosages of graded exercise based upon physiological criteria for comparing movement phenomena. The research is not a study in test construction or an attempt to validate yet another index for the appraisement of "physical fitness", though the results will be interpretable statistically.

Rationale of the Study. In this technological space era it is evident that humans are required to do many tasks that nature and nurture has not prepared them for, or intended that, they should perform. Though man is by heredity and experience an extremely adaptive mobile organism, he has developed in environments where reactions to situations were well within his limitations. Movement, activity and exercise, has been the chief mode of response to stimuli for thousands of years. Human response to situations is brought about by neuroglandular effects on organic and muscular tissue relative to skeletal structure in such a manner that motor movement results. Yet all of man's movements, while adaptive, are relatively limited or slow: reflex and response times are slow; sensitivity ranges are restricted, time constants are well defined, and certainly power cannot be exerted beyond speed-strength capabilities. Ability to graduate applications of force with accuracy and precision and peak performance over long periods of time in maintaining steady-state efficiency in fine skills is further curtailed by such factors as fatigue, satiation and motivation -- especially under stress conditions.

To emphasize man's inherent weaknesses is but to recognize some of his potentials and strengths. Automation indicates the impossibility of eliminating the human factor since such provides the muscular, neural and cerebral response (movement, gradation and control) essential to intricate operations. Man is the only organism able to invent and operate machines, to make decisions, generalize upon past experiences, solve new and immediate problems, and to conceive such problems by logical processes. Man's limitations must be met first by continued adaptation of mechanical designs which are more sensitive to human factors, and second, through sound motor training toward augmenting and refining man's capacity for efficient movement. If present demands in regard to human performance are becoming more and more exacting than in times past, for example, in military demands, in competition with friend and foe, in all other human relationships, in the pressures and tensions of every day living, and in the enjoyment of positive and mental well-being, then small margins of physical fitness may spell the difference between success or failure. Factually, we must, through movement education and training, develop within the human body a wider margin for mobility and work and the ability to compensate for added loads of work. Such is the impetus for research in human engineering as a major goal of physical education.

Need for New Evaluative Criteria. During the last half century, the purposes of physical education have undoubtedly shifted from preventive aspects to educational goals for developing abilities essential for effective social living. However, the objectives of physical and motor fitness and organic, neuromuscular efficiency have persisted. To have any knowledge of physical status or progress, it is necessary to measure and evaluate, in order to detect weaknesses or to predict where they are most likely to occur. It should be re-emphasized that physical education has not, beyond the shadow of a doubt, resulted in the proven attainment of desired motor fitness objectives. Recently, the attainment of these objectives has been questioned by Kraus, Hirschland, and Weber, whose tests appeared to detect definite higher failure rates in American youth. The instrument is fallable since the battery is overweighted by several measures of muscular strength and a suppleness test, the validity, reliability, and arbitrary scores of which leave the results in question. However, more comprehensive evaluation by the AAHPER continue to attest to the fact that American youth compare unfavorable with European, Japanese and Canadian children. The suspicion still lingers that our general organic fitness is comparatively below par. This is a matter for grave concern!

Most "fitness tests" are based upon the measurement of static or dynamic strength, force-time relationships, and decrements of work in time with little reference to internal organic response effecting efficient movement and performance. There is need for studies which take into account the internal environment. The assumption was made that neither "general-specific" ability or organic stamina and integrity is best reflected by short time, individual, feat-type performances. The ambiguity in physiological meaning of such words as "motor fitness", endurance and fatigue must be obvious when it is held that such are measured by, say, the leg lift. A game, a day's work, or more exacting hazardous performance is not just a series of great strength, great speed, long distance, or short-time power performances. More likely, the athlete, worker, soldier or citizen able to produce, steadily and tirelessly, more work, power and energe more efficiently with a minimum of stress, particularly where demands beyond the normal limits of the body are made, is considered superior. Hence, there is need to re-evaluate criteria for movement performance relative to physical fittness.

The Study

The Physiological Criterion. When the question arises as to the type and quantity of exercise to be recommended for an individuals particular requirements, it is noted that they do not have equal effects physiologically. What is the sheer quantitative value of one exercise as compared to another? How much of one exercise is the quantitative equivalent of another exercise? It was desired to answer these questions on the basis of some reliable, compensatory physiological mechanism which is extremely sensitive to changes that occur both within and without the body. The cardiovascular system is such a mechanism in its ability to indicate minute changes in the external and internal environment. It is especially sensitive to the influence of exercise. Some cardiovascular test, then, seemed a logical approach to the problem. Many cardiovascular tests have been devised on the basis of different variables measurable in the cardiovascular system. Their virtues and faults have been adequately presented elsewhere. For the purposes of this experiment, the pulse-ratio test was selected in view of its face validity. (1)

The pulse-ratio test had its origin in the work of Hambly, Pembrey and Warner (2); Hunt, Hambly, Parker and Pembrey (3); and Hunt and Pembrey (4), who realizing that the methods of determining efficiency by increased metabolism were too costly of time, apparatus, and expense, set out to produce a more simplified technique. Tuttle (5) refined and described the use of the pulse-ratio test in detail for rating physical efficiency. He gave directions for rating physical efficiency, testing of efficiency in technique, and methods for applying the pulse-ratio test in highly specialized sports, and established the test as a promising means of classifying and comparing the strenuousness of exercises, as shown in their physiological effect upon the heart rate.

Other variables such as oxygen consumption, vital capacity, blood pressure, alkaline reserve, cardiac output, heart size, respiratory rate, metabolism, and other internal stress mechanisms were not investigated in the present study and remain as promising criteria for further research.

The Exercises. The exercises selected for purposes of comparison, on the basis of strenuousness of effect upon the heart, were three common calisthenic movements often practiced by the average person:

1. Knee-bending (deep knee bends). Twenty-five knee bends were

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(1) The majority of such tests have not been found to correlate markedly high with many performance tests presuming to measure physical fitness. However, the validity of cardio-respiratory function in differentiating between organically sound and pathological conditions is generally accepted by clinicians.

(2) W. D. Hambly; M. S. Pembrey and E. C. Warren. "The Physical Fitness of Men Assessed by Various Methods". Guys Hospital Report, 75:388-394, 1925.

(3) G. H. Hunt; W. D. Hambly; W. D. Parker and M. S. Pembrey. "Tests for Physical Efficiency". Guys Hospital Report, 71:367-385. 1922.

(4) G. H. Hunt; M. S. Pembrey. "Tests for Physical Efficiency". Guys Hospital Report, 71:415-425, 1921.

(5) W. W. Tuttle, "The Use of the Pulse-Ratio Test for Rating Physical -Efficiency". Research Quarterly, 2:5-17, 1931.

performed at metronome cadence set at a rate corresponding to 30 stool steps per minute.

2. Pull-ups (chinning on the horizontal bar reverse grasp). Six chins were completed at metronome cadence set at a rate corresponding to 20 stool-steps per minute.
3. Push-ups (floor dips). Ten floor dips were performed at metronome cadence set at a rate corresponding to 20 stool steps per minute.
4. Stool-stepping. In order to establish the pulse-ratio 20 stool steps (13 inch stool) per minute were performed and the pulse was recorded at thirty-second intervals for two minutes. After the pulse had returned to normal, 40 stool steps were performed per minute with the pulse rate recorded as before. Likewise for knee bends, chinning and dipping, the pulse rates were counted and recorded in the same manner and pulse ratios likewise determined.

The Subjects. Preliminary to setting up the experiment, a number of subjects were given the stool steps and the three exercises for purposes of standardization, the results showing that 25 knee bends at a rate of 30 a minute, 10 dips at a rate of 20 a minute, and 6 chins at a rate of 20 a minute were approximately natural in repetitive sequence and equal in strenuousness for the average person. The specified number of repetitions were likewise the amounts of each exercise which were approximately equivalent, on the average, to a 2.5 pulse ratio.

Two hundred normal male subjects between the ages of 15 and 25 years, varying in physical condition from poor to excellent, were used in the experiment. The sample contained a natural classification of athletes and non-athletes or general college students. Each subject reported to the laboratory on three different days, practicing the exercises and stool stepping on the first day to refine the techniques of performance, and performing stool stepping and knee bending on the second day; and stool stepping, chinning and dipping on the third day. The same men were used for all three exercises. The data were recorded in terms of ratios and stool stepping equivalents.

The Data Analysis: The ratios corresponding to a given amount of exercise and the exercises, corresponding to an obtained pulse ratio, were computed by the straight line formulae:

$$R = \frac{R2 - R1}{E2 - E1} (E - E1)\ R \quad \text{and} \quad E = \frac{E2 - E1}{R2 - R1} (R - R1)\ E$$

Reliability: A correlation of .906 between the stool step equivalents for a 2.5 ratio between a first and third trial (re-test) established the reliability of the method to be sufficiently high for individual measurement and prediction.

Mean Performances: The means of both the stool steeping equivalents and corresponding ratios were as follows:

	Means	
	Ratios	Stool Step Equivalents
(A) 25 knee bends	2.56 ± .12	30.6 ± .30
(B) 6 chins	2.52 ± .14	29.6 ± .27
(C) 10 dips	2.50 ± .15	28.7 ± .28

On the average, these dosages of exercise appeared to be approximately equal. This observation was established as true when the reliabilities of the differences were computed. Using formulae for correlated data, the "t" values were as follows:

	Ratio Differences	Stool Step Differences
Knee bends vs Chins	.23	.25
Knee bends vs Dips	.25	.17
Chins vs Dips	.13	.01

The largest of these differences are not significant even at the 80 percent level of confidence.

The Predictive Index. Given a known effect of one exercise, rather accurate predictions can be made as to the probable effect of another, either in terms of pulse ratios or in stool step equivalents. For purposes of individual prediction, a more refined statistical approach than the method of averages was necessary. Accordingly, coefficients of correlations were computed between the stool step equivalents of knee bends, chins and dips, and also between the direct ratios obtained from the knee bends, chins and dips. The regression equations and regression lines thus gave an accurate means of prediction. The equations are as follows:

Predicting of stool step equivalents from the exercises

Knee bends from chins	or Y	.75X	+8.61
Chins from knee bends	or X	.64Y	+9.74
Knee bends from dip	or Y	.75X	+9.00
Dips from Knee bends	or X	.59Y	+10.81
Chins from dips	or Y	.92X	+2.87
Dips from chins	or X	.84Y	+4.26

Predicting Pulse Ratios from the Exercises

Knee bends from chins	or Y	.65X	+ .92
Chins from knee bends	or X	.80Y	+ .47
Knee bends from dips	or Y	.62X	+ 1.00
Dips from knee bends	or X	.83Y	+ .38
Chins from dips	or Y	.87X	+ .35
Dips from chins	or X	.95Y	+ .10

Other Correlations. In order to throw light upon related problems that occur during a limited experiment, and in the interest of suggesting further studies, several correlations were computed among the ratio elements of the experiment.

Other Correlations

Knee bends vs chins - stool step equivalents	.69
Knee bends vs dips - stool step equivalents	.67
Chins vs dips - stool step equivalents	.89
Knee bends vs chins - pulse ratio	.72
Knee bends vs dips - pulse ratio	.71
Chins vs dips - pulse ratio	.91
First trial with third trial - reliability	.91
Ratios 40 steps with ratios 25 knee bends	.57
Ratios 40 steps with ratios 10 dips	.69
Ratios 40 steps with ratios 6 chins	.65
Stool steps 2.5 ratios with knee bend stool steps	.39
Stool steps 2.5 ratios with chin stool steps	.24
Stool steps 2.5 ratios with dip stool steps	.16
Ratios for 20 steps with ratios 25 knee bends	.35
Ratios for 20 steps with ratios for 10 dips	.46
Ratios for 20 steps with ratios for 6 chins	.40

The Findings

1. When performed at the specified rates, used in the study, the order and magnitude of strenuousness of the movement exercises was as follows:

(a) Chins are 4.2 times more strenuous than knee bends, five times more strenuous than stool steps, and 1.7 more strenuous than dips.
(b) Dips are 2.5 times more strenuous than knee bends and three times more strenuous than stool steps.
(c) Knee bends are 1.2 times more strenuous than stool steps.

2. Given a known effect of one movement, rather accurate predictions were made as to the probable effects of another. The regression equations and regression lines gave an accurate means of prediction in determining dosage and graded effects of exercise on a physiological criterion.

3. The criterion differentiated significantly between the athletes and non-athletes of the study. The differences among all exercises were found to be significantly to the advantage of the athletes.

Conclusions

1. Exercises can be classified physiologically as to strenuousness of effect upon the cardiovascular mechanism by a modified pulse ration test.

2. Within the physiological limits of the heart, the relation between two different amounts of the same movement or exercise furnishes a better means of determining an exercise ratio equivalent than does the relation between two different amount s of different exercises.

3. A man performs more efficiently at optimum speed and tends to repeat movements at rather definite rhythm of performance, and exercise rates may be above or below optimum efficiency.

4. As the intensity of exercise is increased above and beyond the physiological limits of the heart rate, the increase in heart rate, as directly proportional to exercise intensity, ceases to be rectilinear. This breaking point seems to vary with the physical condition of the individual.

5. Some individuals are apparently in good condition for one type of exercise and in relatively poor condition for another. This, for example, was noted on the basis of the size of the ratios where many individuals appeared to be in good condition for chins and in poor condition for knee bends. In addition to muscular condition, it appeared that some individuals had peculiar leverage advantages in the attachments of certain muscles and tendons. This might explain the peculiar aptitude of some individuals for various kinds of activities and sports.

Recommendations

It is recommended that other physiological criteria of external stress be investigated for example blood pressure, respiratory factors, oxygen consumption, cardiac output, and many other criteria of the internal, organic environment. The methods of the present study seem applicable to others.

CAMPUS PLANNING

James V. Edsall
Planning Coordinator
University of Illinois

The "enrollment explosion" and unprecedented growth of the educational fields, allied research, and public service activities, coupled with rising cost and limited funds, is resulting in a more intensive use of existing facilities on the campuses of institutions of higher education than ever before experienced. Inevitably, as the colleges and departments begin to feel the pinch of space shortages for the growth of their programs, competition develops for both new and existing facilities. This includes competition for land between programs requiring outdoor facilities and sites for new building construction.

The result of this competition for building space, land, and capital funds can easily result in the loss of a balanced program at the institution, for it is difficult not to over-emphasize the needs of a field of study, such as the sciences, in view of its rapidly expanding scope and the much publicized need for scientists. It can mean loss of the aesthetic qualities of the college-university campus conducive to scholarly activities, for it is difficult to resist the pressures to use every available piece of open land for construction of needed building space. It can mean the de-emphasis of student extramural activities because of the loss of such facilities as play fields to sites for buildings required for what appears to be a more urgent need. It can even result in creating difficulty in holding and obtaining staff. Industries throughout the country are constructing campus-like settings for their research laboratories, in part, it can be believed, to entice staff away from the college and university atmosphere. The administration of institutions of higher education must be particularly difficult today, in view of these added pressures.

One of the methods employed to assure careful review and consideration of all facets of campus growth and the equitable distribution of space has been the formation of planning committees. These committees are appointed to advise on the urgency, need, and proper balance of activities and facilities within the college or university program. Such a method is used at the University of Illinois. A Campus Planning Committee is appointed with each college and administrative unit represented and is charged with the responsibility for the preparation of a program for the physical development of the campus. In order to meet this responsibility, the Committee, with the aid of a professional planning staff, prepared a Campus Development Plan. This plan is constantly under review and is updated as new needs are evaluated and new facts become available. It was predicated on long-range principles and direction of growth, such as:

1. Maintenance of the mall concept in the present campus and in the future development.
2. Maintenance of a general land coverage ratio existant of approximately 25%.
3. Maintenance of building masses of a scale similar to existing buildings wherever possible.
4. Development of the central campus area as a pedestrian island with vehicular traffic generally disposed on the periphery.
5. Development of the Liberal Arts and Sciences as the academic and physical core with ancillary college groups surrounding.
6. Development of the main Library as the nucleus of academic units which do not have their own specialized libraries.
7. Disposition of student housing in peripheral areas.
8. Arrangement of the colleges in units with expansion areas provided for all academic programs.
9. Development of University-owned land for building purposes in preference to acquisition of other properties wherever feasible.

While this Campus Development Plan recognized and proposed general solutions for the long-range needs, it included specific details and recommendations for the next 10 years. This period was chosen primarily as a state bond issue to provide building funds for expanding educational and welfare facilities from which the University would benefit in the same period of time. In addition, projected enrollments and rapidly changing programs cannot be accurately forecast beyond this period.

In the preparation of the plan each college, department, and division in the University, including administrative and service departments, was asked to participate. This procedure was dictated by two major considerations: first, because each college and administrative unit would be vitally affected, and more accurate information concerning their growth and needs could be obtained directly from them; and, second, because of the enormity of the undertaking, it would take the assistance and participation of each administrative unit, if a comprehensive plan was to be developed.

As a first step, a complete inventory of the existing campus facilities was undertaken. The purposes of this inventory were to:

1. Ascertain the amount of academic space allocated to the various colleges, departments, and research activities.
2. Establish utilization factors of such space in terms of optimum use of existing facilities.
3. Determine general standards of square footage required per full time equivalent student in the various academic areas, classrooms, laboratories, and special activity areas.
4. Determine general standards of office space required.
5. Determine general standards for research space.
6. Evaluate land-use programs requiring open exterior areas.
7. Evaluate the problems of upgrading or abandoning existing space to accommodate present and growing programs.
8. Determine space deficiencies in terms of excessive utilization or obsolescence.

9. Develop more efficient scheduling of space.

After the inventory was completed and the facts reviewed, objectives of the plan and assumptions on which it would be based were established and approved. Standards for space allocation and utilization were adopted, and formulas for the calculation of space needs were established. These standards and formulas, with the projected student enrollment for each department, were given to the colleges and other administrative units. Each, then, calculated the total space required for their activities.

These calculations were reviewed and compared with the inventory of existing facilities on the campus, and an estimate of the additional space required to provide for these programs was made. Simultaneously with the calculation of space requirements for the academic, administrative, and service activities programs outlining the needs of student housing, student recreation and sports activities and parking were developed. The functional relationships between all of these activities were determined and allocation of both building space and land area was proposed.

With the objectives of the plan, the assumptions, the facts and proposed allocations of building space and land area, a plan was designed for the physical development of the campus in which the various activities and functions were located in accordance with the requirements of the functional relationships between them, the relative need for central location on the campus, and the availability of area for present and future expansion of the program. Obviously, every administrative unit desires a central campus location. The primary criteria for assigning this location was the student. The program which had the largest number of students and provided the most service courses for other programs was assigned the central area. The other activities and programs were arranged around the central unit.

In addition to the allocation of space and land, plans were included for major streets, campus landscaping and expansion of utilities, and a program for capital expenditures was developed. This program included proposals for:

1. The construction of new buildings for academic and service programs.
2. The reassignment and remodeling of existing building space.
3. Construction of outdoor facilities for physical education and recreation.
4. Construction of single undergraduate and single graduate and student family housing.
5. Acquisition of additional land.
6. Construction of utilities to service the expanded campus.
7. Development of traffic and parking facilities, including bicycle paths and additional facilities for pedestrians.
8. A student-staff mass transit system to serve the campus only.
9. Landscaping and preservation of the open green areas.

The Campus Development Plan and the proposed capital expenditures program, while under constant surveillance and revision, serve as a guide and "measuring stick" for the Campus Planning Committee to assist them in the evaluation of requests and in the preparation of recommendations concerning the physical development of the campus.

The limit of time for this portion of the program prevents a detailed explanation of all the phases of the plan. However, that which must be foremost in your minds is, "what information do the colleges and other administrative units prepare, and how do they actually participate in the planning process?"

As previously indicated, they prepare the actual space requirements for their programs. Previous to this calculation and preparation of requirements, the colleges and other administrative units provided information necessary for the development of space standards and methods for determining the space needs. They established and assisted in determining:

1. Desirable student section size for each course.
2. Length and number of instructional periods for each course.
3. Amount of space required for a student station in classrooms, laboratories and special activity areas.
4. Amount of space per station in offices.
5. Amount of space required per research worker.
6. Desirable ratio between staff and students.
7. Amount of space required for administration and service.

They provided criteria for location of their facilities on the campus, such as:

1. Proximity required to major general University facilities such as the main library.
2. Amount of student and staff interchange between colleges and departments.
3. Need for location within easy walking distance (time between classes) from the center of student concentration during the academic day and close to locker and shower facilities such as physical education play fields require.
4. Necessity for extensive utilities, water, electricity, and others such as some engineering laboratories require.
5. Need for proximity to railroad sidings or other transportation facilities such as the Physical Plant Department might require.

With this type of information the standards and methods can be developed, and a plan prepared. Each phase of the plan as it is completed should be reviewed with the participants.

The benefits of such a procedure and development plan are apparent and can result in:

1. A clearer and sharper picture of university and college objectives.
2. A direction of growth which, if it accomplishes no more than a point of deviation encourages careful consideration of the reasons for and ramifications of such deviations.
3. Assurance of equal consideration of each program needs for physical location on the campus and capital funds.

4. Reduction of dispersal and duplication of activities.
5. An organized growth with accompanying economies of both time and money.
6. Broader dissemination of information concerning each of the college and university programs with better understanding of the growth problems.

The penalties of no plan are equally apparent for it normally results in:

1. A lack of coordinated effort; the programs of colleges and universities today have expanded to such an extent and cut across so many of the traditional lines of demarcation between fields, it takes a coordinated program of fact finding and evaluation to assure that enough coverage of all the activities has been included.
2. A lack of coordinated growth with accompanying inefficiencies and loss of economy.
3. The loss of facilities and functional location on the campus to needs which appear to be more urgent or to a solution which is only expedient.
4. The loss of an opportunity to spread the gospel concerning your own program, and lack of understanding of the growth problems of others.

There are many institutions of higher education which have either prepared, or are preparing, campus development plans. May I suggest that if your institution is not, that you write or visit one or more of these colleges or universities to obtain more information concerning campus planning than has been possible to detail in this limited time.

Some of the institutions with planning programs are:

1. University of California
2. Stanford University
3. University of Wisconsin
4. Ohio State University
5. University of Pennsylvania
6. Wayne State University
7. University of Michigan
8. Cornell University
9. Harvard University
10. Massachusetts Institute of Technology

The Division of Higher Education of the Federal Department of Health, Education and Welfare has also been undertaking extensive surveys of the existing facilities and future plans of all the institutions of higher education, and the information is available.

A STUDY OF THE PRESENT STATUS, FUTURE NEEDS AND RECOMMENDED STANDARDS REGARDING SPACE USED FOR HEALTH, PHYSICAL EDUCATION, PHYSICAL RECREATION AND ATHLETICS

A. V. Sapora
University of Illinois

This study, completed in May 1960, was one of the many reverberations of the rapid growth of the Urbana-Champaign campus of the University of Illinois, from 1948 to 1960, and the anticipated growth of the campus by 1970. Before 1940, like many other institutions of higher learning, both large and small, marginal campus land reserved for expansion was used for physical education and informal physical play and recreation; likewise, indoor play space for sports and games was relatively sufficient to meet the needs of a student body that was increasing very little as a result of the arrested economic development during the depression years.

But after 1946, with the explosive increase in student enrollment and the subsequent expansion of physical facilities to meet student needs, the situation changed abruptly. As Mr. Edsall pointed out, early in 1958, all major units of the University were asked to critically analyze the use of existing physical facilities and to estimate present area and facilities needs as well as needs to meet anticipated enrollment increases at the Urbana-Champaign campus through 1969. In addition, a Chicago Undergraduate Division of the University of Illinois to accomodate 20,000 students was being planned, and precise physical facilities estimates for all programs and services of this unit were needed by the Planning Division. This study is the result of the request for this type of information from the College of Physical Education at the University of Illinois.

The first step in the study was to secure acceptance of the following underlying assumptions by the University Building Program Committee:

1. The Basic Instruction Program in Physical Education for Men and Women will continue to be required of undergraduate students for four semesters, and that students will be required to be in continuous attendance in physical education until these requirements have been met.
2. Space problems should not dictate the program but that facilities will be made available so that appropriate courses and physical recreation activities may be offered to meet student needs, and that students will be permitted some choice in their physical education and intramural activities.
3. The University of Illinois should make a contribution to national fitness and fitness education.
4. Participation in sports and physical recreation provides healthy emotional release essential to the welfare of students.
5. The University of Illinois desires an environment for students that is in line with generally accepted principles of education and recreation in a university.

6. The ratio of undergraduate students, men to women is 2.58 to 1 (1959) and will be approximately 2.23 to 1 in 1969; that the ratio of students (freshman-sophomore, junior-senior, graduate) will gradually change from the present 2-2-1 to a 2-3-2.
7. The predicted enrollment of undergraduate and graduate students provided by the University of Illinois Bureau of Institutional Research be accepted as a realistic prediction.
8. The greater needs for space for physical activities program stems from undergraduate enrollments, but that graduate students and staff use physical education and recreation facilities to some degree. (This use is estimated to be 25 percent as extensive as that of undergraduates.)
9. The standards desired as guides in planning represent the minimum desirable number of square feet per student required to conduct an adequate program. The University's interests are not in absolute minimum requirements, nor in optimum space that might be made available.
10. Standards needed should relate specifically to physical activity areas (gymnasiums, swimming pools, sports fields, etc.). According to the planning architects at the University, 40 percent must be added to the net play space to provide adequately for walls, stairways, hallways, offices, storage, showers, and similar structures.

The problem of the study was to supply the University Planning Division with information concerning four major points:

1. Compilation of an accurate summary of all facilities and areas used for physical education, varsity athletics, intramural sports and informal, unorganized physical recreation activities. This included totals of net square feet of indoor space used for play activities, service areas, administrative functions, and classrooms, as well as for all outdoor space used for these types of activities. Detailed summaries were made showing space used by men and by women, by specific location, by building, and in several other categories that would presumably help planning and analysis of space use and need.
2. Along with gross summaries of space there was a need to classify space, i.e., distinguish between different types of space used for an indoor pool, a gymnasium for basketball, a low-ceiling room for fencing, a softball field, or a University camp or picnic area on or near the campus. Indoor and outdoor areas were classified and given specific designations, thereby creating a system of reference to the various types of space needed. These designations, stated more specifically in the standards evolved in this report, classify physical play space in five categories, namely:

   (a) A-type space or indoor space
   (b) B-type space or outdoor play fields, chiefly for physical education classes
   (c) C-type space or outdoor campus space for scheduled intra-

mural activities, or indoor areas too far away from the center of the campus for other than intramural or recreational use

(d) D-type space or outlying general campus outdoor recreation areas (picnic areas, woods and the like)
(e) E-type space or off-campus camping, outdoor education or similar recreation areas.

3. There was a need to supply information regarding the utilization of all areas, indicating which physical play facilities were being used by different University administrative units, and specifically how many hours per week each semester these facilities and areas were utilized for physical education classes, varsity sports, scheduled intramural sports, and informal, unorganized sports activities. Important also was the need to indicate the total hours per week for use of gymnasiums and similar facilities for dances, student dramatic shows, and a variety of other non-sport types of events, and the use of outdoor facilities by University High School, the University Bands, and by the Armed Forces for drill, parades and other special events.
4. Also very important was the need to indicate:

   (a) Present adequacies and inadequacies (in square feet) of the above mentioned types of space to meet the present (1959-1960) needs.
   (b) Future needs for all types of physical education and physical recreation space, 1959 to 1969, with specific reference to:

      (1) Total net square feet of space needed
      (2) Specific amount of each type of space needed
      (3) Amount of space, by type, needed for both men and women
      (4) A schedule of priorities for all space, by type, indicating when space would be needed between 1959-1969, and where this space might be best located to meet university needs, as indicated by predicted enrollments for the Urbana-Champaign campus.

The principal procedures and techniques used in developing the study and formulating the standards included:

1. A visit to each Big Ten University campus, discussing thoroughly space needs with staff members of departments of physical education, athletics, and with each university planning division; detail maps of all facilities at each institution were obtained, all space measured from these maps, and a compilation of the total square feet of space, by type, was completed; this survey and analysis of the status and utilization of facilities at other Big Ten institutions was made to:

   (a) Show what other institutions were doing about providing physical education, athletic and physical recreation facilities.

(b) Secure opinions from those responsible for programs at other institutions as to the adequacy of their facilities to meet needs of their present enrollment, and what plans and opinions they had to meet obvious needs as indicated in anticipated increases in future enrollment.

2. The initiation of a definite classification of space by type (A, B, C, D, E) was essential in that it provided a basis for communication and for calculation of the various types of space needed to meet particular program needs.
3. The use of empirical analysis, based upon years of experience and upon intensive study of the problem over the past two years by the staff of the University of Illinois College of Physical Education and the Department of Intercollegiate Athletics, was important in the development of the standards. Detailed facts regarding program operations of all major University of Illinois units concerned were gathered through observation of hours-per-day use of all facilities and areas during the year 1958-59; scheduled and informal uses of areas and facilities were recorded, and complete summaries of utilization were compiled; interviews with various staff members and key individuals also gave further information regarding peak load needs and other factors necessary to establish standards to meet needs at the Urbana-Champaign campus. Significant, too, was the advice and coordinated planning function performed by the University of Illinois Planning Division, and the critical examination and the opinions regarding the standards which were offered by Big Ten physical educators, athletic directors, and other qualified individuals who examined the standards.

The findings and conclusions of the study have resulted in several significant developments at the University of Illinois regarding the program of physical education, athletics, intramural sports and physical recreation. Two major developments are mentioned here; others may be found in the full report:

1. The acceptance in principle of the standards by the University Planning Division for immediate and long range planning to provide facilities and areas for these programs at the University of Illinois. Thus, the development of physical education, athletics and physical recreation facilities occupies a specific place in the University physical facilities master plan.
2. The development of a logical approach to coordinated planning involving professional planners, the university administration, and the professional educators responsible for physical education, varsity athletics, intramural sports, and informal physical recreation activities, has evolved from the study. The information from the study has made possible more efficient planning, a flexibility for planning previously non-existent, a clarification of objectives, and an understanding necessary to develop and implement an over-all plan, based on specific standards, to meet university physical facilities needs for physical education.

varsity athletics, intramural sports, and informal, unorganized physical activities programs, through 1969 on the Urbana-Champaign campus.

UNIVERSITY OF ILLINOIS
College of Physical Education
Buildings and Fields Committee

STANDARDS

AREAS (INDOOR AND OUTDOOR) FOR PHYSICAL EDUCATION, INTRAMURAL SPORTS, PHYSICAL RECREATION, AND VARSITY ATHLETICS

TYPE A - Indoor Teaching Stations -- Space Requirements: 8.5 - 9.5 sq. ft. per student (total undergraduate enrollment)

Including: (a) Gym floors, mat areas, swimming pools, courts, etc.
(b) Adjacent to lockers and showers and within 10-minutes walking distance of academic classrooms

Uses: Physical education class instruction, varsity sports, intramural sports, unorganized informal sports participation, student and faculty recreation, etc.

Breakdown of Type A Space

A1 - Large gymnasium areas with relatively high ceilings (22 ft. minimum) for basketball, badminton, gymnastics, apparatus, volleyball, etc.
(approximately 55 percent of Type A space)

A2 - Activity areas with relatively low ceilings (12 ft. minimum) for combatives, therapeutic exercises, dancing, weight lifting, etc.
(approximately 30 percent of Type A space)

A3 - Swimming and diving pools
(approximately 15 percent of Type A space)

TYPE B - Outdoor Teaching Stations -- Space Requirements: 70 - 90 sq. ft. per student (total undergraduate enrollment)

Including: (a) Sports fields of all types
(b) Adjacent to lockers and showers and within ten-minute walking distance of academic classrooms

Uses: Physical education class instruction, varsity sports, intramural sports participation, student and faculty recreation, etc.

Breakdown of Type B Space

B1 - Sodded areas for soccer, touch football, saftball, etc.
(approximately 60 percent of Type B space)

B2 - Court type areas for tennis, volleyball, flicker ball, etc.
(approximately 15 percent of Type B space)

B3 - Specialized athletic areas for track and field, baseball, archery, varsity football, golf, camping demonstrations, etc.
(approximately 25 percent of Type B space)

B4 - Swimming Pools (included in B3 approximations)

TYPE C - Sports Fields and Buildings, Intramural and General Outdoor Recreation Areas -- Space Requirements: 120 - 140 sq. ft. per student (total undergraduate enrollment)

Including:
- (a) Playing fields and athletic buildings of all types; softball diamonds, tennis courts, arenas, field houses, etc.
- (b) Too far removed from general student lockers, showers, living quarters and academic buildings for use as teaching stations
- (c) Maximum distance from major residence areas -- one mile

Uses: Intramural sports, varsity sports, unorganized informal sports.

Breakdown of Type C Space

C1 - Sodded areas for soccer, touch football, softball, etc.
(approximately 40 percent of Type C space)

C2 - Court-type areas for tennis, volleyball, flicker ball, etc.
(approximately 10 percent of Type C space)

C3 - Specialized athletic areas for track and field, baseball, archery, varsity football, golf, camping demonstrations, etc.
(approximately 45 percent of Type C space)

C4 - Swimming pools (included in C3 approximation)

C5 - Sports and intramural buildings providing lockers, showers, play space, office space, lounge rooms, etc.
(approximately 5 percent of Type C space)

TYPE D - Informal Recreation Areas -- Space Requirements: included in C3.

Including: (a) Illini Grove and similar type picnic areas

(b) Maximum distance from residence areas -- 1 1/2 miles
(approximately 15 percent of total Type C space)

Uses: Picnics, outing activities, including outdoor cookery, evening songfests, storytelling, etc.

TYPE E - Off Campus Outdoor Education, Camping and Recreation Areas

Including: (a) Outdoor camping and outdoor education center, off-campus golf course, University country club, etc.
(b) Maximum distance from heart of the campus -- 25 miles.

Uses: Over-night camping, picnics, outing activities, camping demonstrations, golf, archery, boating, canoeing, outdoor swimming, etc.

Estimate of space needs of this type area: It is difficult to state these needs on a square-feet-per-student basis. Such areas contribute materially to the outdoor education and outdoor recreation of both men and women students, but the many variables in climate, in topography, in distance from heart of campus, in emphasis on outdoor education, makes a square-feet-per-student standard difficult to establish.

PRINCIPLES OF FACILITIES PLANNING AND UTILIZATION

H. E. Kenney
University of Illinois

1. The provision of the gross space needed for intramural sports activity and physical recreation of students will insure more than enough space for a two-year basic physical education (service) requirement. Spreading the activity of students over the school day, through a required instruction and activity program, will require less space than would be needed if all student physical activity needs were met after class hours. Stating it another way, the space needed to provide teaching stations for a program based on a two-year physical education requirement is inadequate in providing for the intramural sports and spontaneous play needs of all undergraduates. The peak-load demands for these programs come after class hours and in the evening.

2. Indoor (Type A) space is of primary importance in moderate and cold climates. During severely inclement weather most physical activity programs must be carried on indoors.

3. Space provided for voluntary, spontaneous physical recreation, to be efficiently used, must be adjacent to classrooms and/or housing. The degree of use such areas receive is in inverse ratio to the distance

that must be traveled by students to reach the areas.

4. Exercise rooms or small low-ceiling gymnasiums should be placed in men's and women's housing developments.

5. When available, outlying areas (Type C) should be utilized for regularly scheduled intramural and varsity team activities, thereby, leaving A and B Type space during after-school hours for spontaneous participation.

6. Space, either A or B Type, reserved exclusively for special groups such as varsity teams, is a practice that cannot be defended. If areas are exclusively reserved for varsity team use, they should be far enough out of the heart of the campus to be classed as C space.

7. Sports and exercise areas reserved after school hours for spontaneous participation should be supervised by competent specialists to insure greater and more effective use. This is particularly true of exercise rooms, weight lifting and weight training areas, wrestling and combat rooms, archery ranges, golf driving ranges, etc. In order to use efficiently physical recreation space, equipment check out and towel service rooms should be open after class hours until closing time for the building.

Limitations in Application of these Standards

1. Will the standards evolved from this study apply, regardless of University enrollment growth? Will they apply to small colleges or universities with small enrollments? These questions are not yet completely answered.

We believe, however, that these standards apply for an enrollment of 3,000 or more undergraduates. If smaller universities or colleges desire programs in physical education, intramural sports, physical recreation and athletics comparable to that of many larger institutions, it should be pointed out to them that the space provided by applying these standards at the 3,000 enrollment level represents fairly close to the minimum for any institution. There are minimum essentials in gymnasium floor space, swimming pool area exercise rooms, game rooms, sports fields, and tennis courts to meet the needs of students, even in a small college or university. Consequently, it is our present opinion that the standards established by this study are helpful in planning at any level of enrollment of undergraduate students. This matter, however, needs further study.

2. Some universities are gradually becoming more graduate than undergraduate. This causes a change in the application of standards. Many graduate students are married and do not live in the campus area. Even though they live in university housing provided for married students, the problems of providing physical recreation opportunities is a different one for them than for undergraduates. We have estimated that graduate students and faculty use physical recreation space about

25 percent as extensively as do undergraduates.

3. It is recognized that certain colleges and universities, already located in crowded urban areas, could not meet these standards. There is need for further study of the needs of the land-poor urban institutions, as well as an examination of the wisdom of locating a university in a metropolitan area without adequate space for expansion or for a minimum of green malls required to maintain a desirable aesthetic climate.

4. The standards are not completely applicable in warm dry climates where B Type (Outdoor) facilities may be used all year round, and they must be deviated in universities where inclement weather is the rule for most of a school year.

5. If research in the use of plastic domes for covering B Type (Outdoor) space proves successful, these standards will have to be revised. Plastic domes, double walled and helium filled for lightness, may not be too costly when their development results in increased utilization of expensive space.

6. These standards, as all others, are guides. Variations in situational factors make careful appraisal and planning techniques necessary in meeting specific local needs.

PRESIDENT'S REPORT - 1960

This year has been an interesting and challenging one because of the voluminous correspondence with professional people throughout the country. All expenses in connection with purchasing stamps, stencils, paper and typing of this correspondence were taken care of by the Department of Physical Education, University of California, Los Angeles, or by your president. The only charge to Association funds was for envelopes and stamps for the three President's Newsletters.

The year was started most effectively, for all the Committees were appointed and approved at the Executive Council meeting in Cincinnati. This afforded the Committees a full year to carry out their important assignments. Two new President's Committees were appointed, namely, the Interpretation of Physical Education Committee and the Educational Television Committee. Developments since the inauguration of these committees lead me to believe that they should be continued. The officers of the Association were deeply concerned that the Proceedings were published and distributed so late. Every possible step was taken to speed up this operation and without success. Additional steps have been taken so that it will not happen again. An evaluation of the services of The Athletic Institute was made by the President and it was sent to the appropriate authorities. Some inconsistencies were found in the Constitution of the Association and the Constitution Committee, under the leadership of Dr. Erwin Blesh, will be ready to make the corrections.

Dr. Joy Kistler, your able president-elect, should be given full credit for the essential leadership in developing an outstanding program for the Washington, D. C. convention. The section chairmen cooperated in this endeavor and careful arrangements have been made by our convention manager, Dr. Burris Husman, and our Convention Publicity and Hospitality Committee under the direction of Dr. Marvin Eyler. Every effort was made to provide the finest program, including the banquet, at a reasonable cost to the membership.

The following items were acted upon by the Executive Council during the year:

Approved all committee appointments of the President.
Approved Mr. James P. Reid to serve as Convention Manager for the meetings in Kansas City, 1961.
Approved the expenditure of $25.00 by the College Committee on Physical Education and Athletics.
Approved the bonding of the Secretary-Treasurer to the sum of $5,000. Since this will require a constitutional change, it will be voted upon by the Membership.
Approved the theme of the convention, "Interpreting Physical Education."

Approved a meeting of representatives of AAHPER, CPEA, and NAPECW with a representative group of college and university vice-presidents and instructional deans. The purpose of this meeting is to discuss the basic instruction program and the arrangements are to be made by AAHPER.

Considered the establishment of a new section, namely, a "History of Sports" section. The appropriate petition has been signed by 63 members and now this matter will be placed before the membership.

Your association was represented at the following meetings:

1. Health Education Forum
2. American Association of Colleges for Teacher Education
3. American Council on Education
4. National Conference for City and County Directors and Supervisors of Health, Physical Education and Recreation
5. The inauguration of several presidents at colleges and universities.

Your President attended a successful meeting of the Western College Men's Physical Education Association, a division of the CPEA. The meetings were devoted to the Basic Instruction Program, and the theme of the meeting was "Excellence." One hundred and forty-three registered at the meetings held October 14-15, 1960, in Reno, Nevada. The new officers are:

President - N. P. Neilson, University of Utah
President-Elect - Wynn Fredericks, University of Southern California
Past President - Clair Langton, Oregon State College
Secretary - Anthony Simone, University of Utah

The success of the Association this year is due to the outstanding efforts of Dr. Joy Kistler, president-elect, the members of the Executive Council, the chairmen-elect, and the chairmen of the various committees. Dr. M. M. Mackenzie, our secretary-treasurer, is doing an outstanding job in his first year of office and he is hereby extended the thanks of our Association. Further thanks are extended to the many sincere, dedicated, and professional members who have contributed so much to the successful completion of the work of the Association. Every request was answered with full cooperation. With such members this Association will grow in stature, recognition, and contribution to the profession of physical education.

Respectfully submitted,

Raymond A. Snyder

SECRETARY-TREASURER'S REPORT - 1960

1. Your secretary-treasurer desires to express his appreciation to the members of the Executive Council, and to Dick Jamerson in particular, for their assistance and patience during this transition year.

2. Using the materials prepared by the Policies Committee and the Operating Codes Committee, together with operating manuals of other professional associations, a draft of a proposed Operating Manual for the CPEA was prepared as directed by the Executive Council. It is hoped to have an approved copy in the hands of the officers and section and committee chairmen during the spring for their guidance in conducting Association affairs.

3. The following membership statistics are presented for your information:

   a. The total membership as of November 30, 1960 is 689.

   38 - Honorary members
   509 - Paid active members (includes 60 new members)
   142 - Members not paid for 1960 (still considered active according to the Constitution)

   689 - Total membership

   b. Most of the 18 persons who joined the Association prior to 1946 and who are delinquent in their dues probably are retired and thus eligible for Honorary Membership status.

   c. The top 10 states in terms of number of active members are as follows:

1.	California	- 66
2.	Ohio	- 46
3.	New York	- 43
4.	Illinois	- 34
5.	Indiana	- 29
6.	Michigan	- 24
7.	Pennsylvania	- 21
8.	Texas	- 19
9.	Massachusetts	- 15
10.	North Carolina	- 15
	Total	-292 or 44.9% of the active membership

   d. The following states have no representation:

   1. Alaska
   2. Delaware
   3. Idaho
   4. Montana
   5. Nevada

e. During the period 1955 through 1959, 431 persons joined the Association. Of this number 225, or 52.2% have discontinued their membership.

f. The following represents the percentages of persons who discontinued their membership within two years of initially joining the Association:

1. 1956 - 53.7%
2. 1957 - 55.8%
3. 1958 - 65.0%
4. 1959 - 62.5%

g. There has been a steady increase in the number of persons who discontinued their membership. These figures are as follows:

1. 1956 - 41
2. 1957 - 52
3. 1958 - 60
4. 1959 - 72
5. 1960 -142 (some of these will be retained)

4. Because of the serious problem evidenced by the membership statistics, it is recommended that the Executive Council give careful consideration to the problem of membership.

5. A proposed operating budget was submitted to the Finance Committee for their consideration.

6. A financial statement is attached to this report.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

FINANCIAL STATEMENT

December 1, 1959 to November 30, 1960

Generalized Statement

Reserve

Balance - December 1, 1959	$1827.46	
Interest (3.403%)	62.17	
Balance - November 30, 1960		$1889.63

Cash

Balance - December 1, 1959	$2292.34		
Income - to November 30, 1960	4130.00		
Total		$6422.34	
Expenditures - to November 30, 1960		5404.51	
Balance - December 1, 1960			$1017.83

Total Reserve and Cash - December 1, 1960	$2907.46

Detailed Statement of Income and Expenditures

December 1, 1959 to November 30, 1960

Cash Income to November 30, 1960

Membership dues (R.E.J.)	$ 146.00	
Dues and banquet fees (R.E.J.)	1282.00	
Dues - 1959 (3 @ $5.00)	15.00	
Dues - 1960 (322 @ $5.00)	1610.00	
Dues - 1961 (12 @ $5.00)	60.00	
Dues - 1962 (1 @ $5.00)	5.00	
Dues overpayments	3.00	
Address lists	14.50	
Touch football rule book receipts	32.30	
Publications receipts - 1959 (Proceedings, Facilities)	285.60	
Publications receipts - 1960 (Proceedings, Facilities)	676.60	
Total Cash Income		$4130.00

Cash Expenditures

Convention - 1959 (R.E.J.)		
Identification badges	$ 25.14	
Programs, membership cards	81.88	
Honorarium, guest speaker	50.00	
Hotel Sheraton-Gibson (includes banquet charges)	346.00	
Miscellaneous	16.00	
Secretary-Treasurer	75.00	
Total		$ 594.02

Convention - 1950		
Identification badges (4 years)	$ 72.30	
Banquet tickets	5.50	
Total		$ 77.80

Proceedings		
1959 - Printing, postage, handling	$1854.60	
1960 - Printing, postage, handling	1991.85	
1960 - Address lists	6.83	
1960 - Postage (manuscript, galley)	7.80	
Total		$3861.08

General Operation (Office)

Stationery	$ 81.50	
Invoices	11.25	
Membership cards (1961)	11.00	
Dues Notice postcards (4 years)	45.00	
Speedaumat plates	33.80	
Speedaumat corrections	2.96	
Address lists (2)	8.79	
Address cards	5.49	
Postage (R.E.J.)	20.00	
Postage	26.86	
Telephone	4.47	
Ledger	1.35	
Bond (3 Years) - $4000.00 - Secretary-Treasurer	25.00	
Addressograph (R.E.J.)	5.53	
Bank service charge (R.E.J.)	.27	
Refund for dues overpayment	3.00	
Total		$ 286.27

Committees

Honor awards	$ 34.55	
Joint Committee on Physical Education, Athletics	25.00	
American Council on Education	50.00	
Total		$ 109.55

Newsletter (envelopes, printing, addressing, postage)	$ 165.51

Miscellaneous	
Address lists for commercial agencies	$ 10.28
Secretary-Treasurer - clerical and service	$ 300.00
Total cash expenditures	$5404.51

CONVENTION MANAGER'S REPORT

A detailed report of the work of the Convention Manager has been forwarded to your president. The highlights of this report include the following, along with recommendations for the future:

1. Selection of hotel for the convention.
2. Assisting in the selection of certain key speakers.
3. Providing facilities as requested by section chairmen.
4. Securing all available services of the Convention Bureau, including personnel for handling registration.
5. Itemized list of money spent in accomplishing the above.
6. As convention manager, I want to take this opportunity to thank Raymond A. Snyder, The Executive Council, the Willard Hotel Staff, The University of Maryland Staff, and many others who have assisted me in this endeavor.

Respectfully submitted,

Burris F. Husman

Minutes

REPORT OF MAIL BALLOTING BY EXECUTIVE COUNCIL

1. Approved the appointment of Mr. James P. Reid as Convention Manager for the 1961 Annual Meeting in Kansas City. (Vote: Yes - 10, No - 0)

2. Approved an expenditure of $25.00 by the Joint Committee on Physical Education and Athletics. (Vote: Yes - 10, No - 0)

3. Agreed that the bonding of the Secretary-Treasurer should be to the sum of $5,000. (Vote: Yes - 10, No - 0) A constitutional amendment is required for this action.

4. Approved the expenditure of funds for auditing the accounts of secretary-treasurer. (Vote: Yes - 10, No - 0)

5. Approved the appointment of Richard C. Havel as Chairman of the Foreign Relations Committee to replace Howard R. Ryan. (Vote: Yes - 10, No - 0)

6. Approved the theme for the 1960 Annual Meeting as "Interpreting Physical Education." (Vote: Yes - 8, No - 2)

7. Approved the expenditure for renting academic costume for a representative of the Association to the inauguration of Dr. Charles Davis, President of Winthrop College. (Vote: Yes - 7, No - 3)

8. Approved a meeting of representatives of the AAHPER, CPEA and the NAPECW with a representative group of college and university vice presidents and instructional deans for the purpose of discussing the basic instruction program of physical education. (Vote: Yes - 10, No - 0)

9. Tied on its vote to establish a new section, "History of Sport." (Vote: Yes - 5, No - 5)

Respectfully submitted,

M. M Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING
December 27, 1960

Present: Snyder, Kistler, Mackenzie, McCristal, Fischer (proxy for Widdoes), Friedrich, Ganslen, Haniford, Oermann, Husman (non-voting), Reid (non-voting).

Absent: Jackson

1. Meeting was called to order by President Raymond A. Snyder at 9:15 P.M. in the Executive Suite of the Hotel Willard.

2. Moved by McCristal and second by Haniford that the Convention Manager be authorized the expenditure of Association funds, if necessary, for the rental of special visual projection equipment for use in connection with the Research Section meetings. Motion carried.

3. Approved Clifford L. Brownell as parliamentarian for the annual meeting.

4. Moved by Kistler and second by Oermann that the resolution approved by the Association in 1959 pertaining to recruitment, be referred to the National Committee for Improvement of Professional Preparation in Health Education, Physical Education and Recreation. Motion carried.

5. Requested that the Resolutions Committee consider the drafting of a resolution(s) pertaining to the statement about fitness in Sports Illustrated made by President-Elect John F. Kennedy.

6. Discussed proposals of The Athletic Institute to prepare a promotional film or conduct a workshop for the development of a brochure to interpret physical education. The consensus of the Council members indicated that both would be desirable and that The Athletic Institute consider a workshop on the main problem of interpreting physical education.

7. Moved by Kistler and second by Ganslen that an appropriate certificate, together with an original copy of the memorial resolution, be transmitted by the President to the next of kin of deceased members who passed away, beginning in 1960. Motion carried.

8. Referred the problem of recognition of retired members to the Honor Awards Committee.

9. Meeting was recessed at 11:00 P.M.

Respectfully submitted,

M. M. Mackenzie
Secretary - Treasurer

EXECUTIVE COUNCIL MEETING
December 28, 1960

Present: Snyder, Kistler, Mackenzie, McCristal, Fischer (proxy for Widdoes), Friedrich, Ganslen, Mathews (proxy for Haniford), Oermann, Husman (non-voting), Reid (non-voting).

Absent: Jackson

1. Meeting was called to order by President Raymond A. Snyder at 8:00 P.M. at the Hotel Willard.

2. Moved by McCristal and second by Friedrich that the report of the Resolutions Committee be approved. Motion carried.

3. Instructed the President-Elect (Kistler) to investigate the functions and activities of all Joint Committees and to secure Executive Council approval to continue or discontinue them in 1961.

4. Agreed that the Continuing Committees on Construction and Equipment and Operating Codes be continued in 1961.

5. Agreed to review the draft of the Operating Manual and send comments to the Secretary-Treasurer for consolidation and re-writing of the Manual.

6. Approved the printing, rather than mimeographing, of the Newsletter.

7. Instructed the Secretary-Treasurer to continue investigation of the cost of the printing of the Proceedings. Ganslen agreed to assist on this matter.

8. Approved that all committee reports be submitted to the Executive Council for review prior to the presentation at the annual business meeting.

9. Moved by Oermann and second by McCristal that the President Hotel be selected as the 1961 convention headquarters in Kansas City. Motion carried.

10. Moved by McCristal and second by Ganslen that all members delinquent in paying the current year's dues shall not be considered in "good standing". Motion carried. (Reference: By-Laws, Article I, Section 3 and Article X, Section 3.)

11. Moved by Fischer and second by Friedrich that the report of the Finance Committee be approved. Motion carried.

12. Directed the Secretary-Treasurer to investigate bonding arrangements with the AAHPER.

13. Meeting recessed at 11:00 P.M.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

ANNUAL BUSINESS MEETING

December 29, 1960

1. The meeting was called to order at 9:35 A.M. at the Hotel Willard. A quorum was present.

2. Moved by Cousins and second by Shaw that the report of the Committee to Publicize the Fitness Report be received. No discussion. Motion carried.

3. Moved by Kenney and second by Fourier that the report of the Honor Awards Committee be received. Motion carried after brief discussion.

4. Moved by Gedvilas and second by Fischer that the report of the Committee to Study Attacks on the Basic Instruction Program be received. Motion carried after discussion, with the understanding that the Executive Council would review the report to make any necessary corrections on page 3 of the report.

5. Moved by Daugherty and second by Smith that the report of the Committee on Educational Television be received. Motion carried.

6. Moved by Eyler and second by Shaw that the report of the Convention Publicity and Hospitality Committee be received. Motion carried.

7. Moved by Husman and second by Oermann that the report of the Convention Manager be received. Motion carried.

8. Moved by Snyder and second by Van Bibber that the report of the representative to the American Council on Education be received. Motion carried.

9. Moved by Rogers and second by Shaw that the report of the Joint Committee on Physical Education and Athletics be received. Motion carried.

10. Moved by Mackenzie and second by Fischer that the report of the representative to the Representative Assembly of the American Association for Health, Physical Education and Recreation be received. Motion carried.

11. Moved by Keen and second by Haniford that the report of the Joint Committee on Intramural Sports be received. Motion carried.

12. Moved by Jamerson and second by Fischer that the report of the Committee on Implementation of Physical Education and the report of the Joint Committee on Physical Education for College Men and Women be accepted. Motion carried.

13. No reports were received from the following committees:

    a. Committee on the Interpretation of Physical Education
    b. National Committee for Improvement of Professional Preparation in Health Education, Physical Education and Recreation
    c. Committee on Co-educational Relationships of the CPEA and the NAPECW.

14. Meeting was adjourned at 10:40 A.M.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING
December 29, 1960

Present: Snyder, Kistler, Mackenzie, McCristal, Fischer (proxy for Widdoes), Friedrich, Ganslen, Haniford, Brownell (Parliamentarian, non-voting).

Absent: Jackson, Oermann

1. A special meeting of the Executive Council was called to order at 11:30 A.M. on December 29, 1960 to consider the petition to form a History of Sport Section.

2. Moved by Friedrich and second by Ganslen that the Executive Coucnil refer the matter of forming a History of Sport Section to the membership for action during the annual business meeting. Motion carried.

3. The meeting was adjourned at 12:15 P.M.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

SECOND ANNUAL BUSINESS MEETING

December 29, 1960

1. The meeting was called to order by President Raymond A. Snyder at 1:45 P.M. at the Hotel Willard. A quorum was present.

2. Moved by Snyder and second by Smith that the President's report be received. Motion carried.

3. Moved by Mackenzie and second by Keen that the report of the Secretary-Treasurer be approved. Motion carried.

4. Moved by Mackenzie and second by Fischer that honorary life membership be conferred upon the following members: Louis F. Keller, Carl Olson, George L. Rider and Stanely M. Wallace. Motion carried.

5. The report of the Nominating Committee included the following slate of officers:

   a. For President-Elect: Louis E. Alley, Richard E. Jamerson, King J. McCristal.
   b. For Councilman-at-Large: Harold E. Kenney, John E. Nixon, Karl C. H. Oermann.
   c. For Secretary-Treasurer: M. M. Mackenzie.
   d. There were no nominations from the floor for any office.

6. Moved by Fourier and second by Malan that the nominations be closed for the office of President-Elect. Motion carried. Jamerson was elected on the first ballot.

7. Moved by Smith and second by Weir that nominations be closed for the Councilman-at-Large. Motion carried. There being no majority

on the first ballot, members were asked to vote for Nixon and Oermann, the two candidates receiving the highest number of votes. Nixon was elected on the second ballot.

8. Moved by Hixon and second by Keen that nominations be closed for the office of Secretary-Treasurer. Motion carried. Mackenzie elected on the first ballot.

9. Moved by Smith and second by Jamerson that the report of the Constitution Committee be approved. This report required certain Constitutional amendments; the amendments affected only the editorial aspects of the Constitution and did not change any of the meaning and intent of the existing Constitution. Motion carried.

10. Moved by Nixon and second by Jamerson that Section 4 of Article III of the By-Laws be amended to read, "The Secretary-Treasurer shall be bonded by the Association to the sum of five thousand dollars ($5,000) per annum." All other sentences in Section 4 of Article III were to remain as written. Motion carried.

11. Moved by Kistler and second by Cherry that the report of the Convention Program Committee be received. Motion carried.

12. Moved by Kistler and second by Husman that the report of the Finance Committee be accepted.

    a. There was considerable discussion about this report, particularly with reference to the recommendation that a registration fee of $2.00 be charged for participation in the annual meeting and that the cost of the Proceedings to non-members be raised from $2.00 to $3.00.

    b. Moved by Howard and second by Mason that the original motion be amended to include a registration fee of $2.00 for attendance at the Annual Meeting and the cost of the Proceedings to non-members be increased to $4.00. Amendment defeated.

    c. Moved by Adams and second by Hanson that the original motion be amended to read that there would be a registration fee of $2.00 for participation in the Annual Meeting and that the cost of the Proceedings be raised to $2.50 for students and $3.50 for non-members. Amendment defeated.

    d. A substitute motion moved by Hixon and second by Erickson, that the cost of the Proceedings be raised to $3.00 and that the annual dues to all members be increased to $6.00 and that there be no registration fee charged for participation in the Annual Meeting. After a point of order was raised by Tyrance concerning the fact that the motion, as stated, required a Constitutional amendment, a new vote was taken on the substitute motion and was defeated.

e. Moved by Jamerson and second by Adams that the original motion by Kistler be tabled. Motion carried.

13. Moved by Kistler and second by McCristal to accept the Operating Budget as presented by Kistler. Motion carried.

14. Moved by Havel and second by Zeigler that the report of the Foreign Relations Committee be received. Motion carried.

15. Moved by Sprague and second by McCristal that the report of the Historical Records Committee be received. Motion carried.

16. Moved by Korsgaard and second by Friedrich that the report of the Necrology Committeee be received. Motion carried. The membership rose for a moment of silence in tribute to the passing away of the following members: J. Fred Bohler, Percy R. Carpenter, George L. Meylan, William S. Yeager and Ralph H. Young.

17. Moved by Richardson and second by Hixon that the report of the Policies Committee be received. Motion carried.

18. Moved by Cousins and second by Mathews that the report of the Public Relations Committee be received. Motion carried.

19. Moved by Oermann and second by Shaw that the report of the Resolutions Committee be accepted. Motion carried.

20. No report was presented for the Committee on Construction and Equipment in lieu of the material presented to the membership during the Fifth General Session.

21. Moved by Adams and second by Daniels that the report of the Operating Codes Committee be received. Motion carried.

22. Moved by Staley and second by Zeigler that the Association establish a section on the "History of Sport". After some discussion of this question, the motion carried.

23. The meeting was adjourned at 4:05 P.M.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING
December 30, 1960

Present: Snyder, Kistler, Mackenzie, McCristal, Fischer (proxy for

Present: Widdoes), Friedrich, Ganslen, Haniford, Oermann, Cousins (non-voting), Husman (non-voting), Reid (non-voting).

Absent: Jackson

1. Meeting was called to order by President Raymond A. Snyder at 8:30 A.M. at the Hotel Willard.

2. Moved by McCristal and second by Oermann that the convention manager's expenses be covered by Association funds ($57.40). Motion carried.

3. Moved by Oermann and second by Fischer that Article II, Section 2 of the By-Laws not be applicable to operating procedures involving Executive Council action which would minimize the efficiency of the Council. Motion carried.

4. Moved by McCristal and second by Haniford that the Secretary-Treasurer be instructed to investigate the WCOTP and refer information to the Foreign Relations Committee for study and recommendation to the Executive Council. Motion carried.

5. Moved by Haniford and second by McCristal that the Intramural Athletic Section represent the Association in the revision of the National College Touch Football Rules publication. Motion carried.

6. Meeting was adjourned at 9:15 A.M.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

EXECUTIVE COUNCIL MEETING

December 30, 1960

Present: Kistler, Jamerson, Mackenzie, Snyder, Nixon, Cousins, Fischer, Husman, Mueller, Field (non-voting), Korsgaard (non-voting), Peterson (non-voting), Reid (non-voting).

Absent: Zeigler

1. The meeting was called to order by President Joy W. Kistler at 12:20 P.M. at the Hotel Willard.

2. Moved by Mueller and second by Snyder that the 1962 convention be held in the "Bay Area" (San Francisco) of California. Motion carried.

3. Instructed the President-elect to explore the possibilities of selecting the exact site and to recommend to the Executive Council his

selection at its meeting in Kansas City in December, 1961.

4. Moved by Snyder and second by Husman that the Joint Committee on Physical Education and Athletics authorize the sum of $50.00 for sponsorship of a conference on athletics in 1962. Motion carried.

5. Moved by Jamerson and second by Mueller that the Historical Records Committee proceed with their recommended plan to spend not more than $100.00 with the understanding that they submit a long-range plan including estimated costs of their future activities. Motion carried. It was agreed that no future funds would be authorized for this committee until such a long-range plan was developed.

6. Moved by Jamerson and second by Nixon that the President be instructed to correspond with the chairman of the Committee to Publicize the Fitness Report. No action was taken on the recommendations submitted by this committee. Motion carried.

7. Instructed all members of the Executive Council to send their comments to the president-elect regarding the general sessions, section meetings, and length of the convention on or about January 15, 1961.

8. Copies of the draft of the Operating Manual were distributed to Section Chairmen for use as a guide, with a request to evaluate its effectiveness and to report their comments to the Secretary-Treasurer.

9. The meeting was adjourned at 1:45 P.M.

Respectfully submitted,

M. M. Mackenzie
Secretary-Treasurer

Standing Committees

CONSTITUTION COMMITTEE

It is necessary to make a number of changes in the Constitution regarding the references to certain Articles. The Committee has read through the Constitution very carefully, and the following changes seem to be in order:

By-Laws

Article I Sec. 2a	Article IX instead of VIII
Article I Sec. 3	Article XI instead of X
Article III Sec. 2	Article IX instead of VIII

Article III Sec. 2	Article VII instead of VI
	Article IX instead of VIII
Article III Sec. 4	Article X instead of IX
Article IV Sec. 2	Article VIII instead of VII
Article VI Sec. 2	Article VIII instead of VII
Article VI Sec. 6	Should read Section 5 instead of Sec. V
Article VI Sec. 8	Article VIII instead of VII
Article XIII Sec. 1	Article VIII instead of VII

It has been suggested by the Committee that in Article II Section 1, we should add the words ''intercollegiate athletics'' after the words ''intramural athletics.''

It is also suggested that in Article II Section 1, subparagraph C, second line, that the words ''and/or'' be changed to merely ''and.''

Respectively submitted,

T. Erwin Blesh
Chairman

CONVENTION PROGRAM COMMITTEE

In January, a request was made of the officers and a representative sampling of our Association for suggestions about the 1960 convention program. Replies were received from 51 members of the Association. The suggestions were summarized and sent to those responsible for planning the 1960 program.

A meeting of the Program Committee, including the convention manager, was held during the AAHPER convention at Miami. A tentative outline of the program was drawn up at that time and circulated shortly afterward to the officers of the Association. Following receipt of suggestions for revision, the outline was revised in May and sent out again to the officers.

September 1 was set as the date for the program copy. This date was found to be too early and so was extended to October 1. Most of the officers met this deadline, but because of difficulties encountered by some it was not until October 15 that the copy of our program was sent to our president and secretary.

Special thanks of appreciation are due Ray Snyder, Burris Husman, Ted Harder, Dick Havel, and George Haniford for their work in securing our fine group of general session speakers. H. E. Kenney is also due appreciation for the work he did in arranging the general session to be devoted to physical education facilities.

The heart of the program, as we all know, is found in the section meetings, and we are indebted to those section officers who gave of their time and effort to set up the best possible programs for our meeting. It was most stimulating to the committee to observe the devotion to professional responsibility which these men demonstrated.

Marvin Eyler and Burris Husman are also due our thanks for the work which they have done with respect to hospitality and convention arrangements which have helped greatly in facilitating our program.

Respectfully submitted,

J. W. Kistler
Chairman

HISTORICAL RECORDS COMMITTEE

During the past year it was found that no written statement of the functions of the Historical Records Committee was available. To clarify the purpose of the committee the following statement of responsibilities is presented to the Association for approval.

It shall be the purpose of the Historical Records Committee to:

1. Collect and compile all Association Proceedings and all official committee reports, committee publications and Association publications not appearing in the Proceedings. These materials to be kept at the designated repository of the Association in the library of Queens College.
2. Collect tape recordings of professional presentations by recognized leaders of the College Physical Education Association.
3. Develop for distribution a catalogue listing all historical materials now available in the repository and annually report new additions.
4. Develop for distribution a Subject and Author Index of materials available in the Historical Records repository of the Association at Queens College.

To facilitate the achievement of these purposes the committee recommends that:

1. A continuing member be appointed to the Historical Records Committee. This continuing member to be from Queens College and to be designated as the Custodian of the College Physical Education Association Historical Records repository at Queens College. The committee further recommends that Guido F. Foglia be designated as the first continuing member and Custodian of the Repository.
2. The College Physical Education Association make available to

the Association Historical Records Repository $100 to initiate the development of a catalogue and an index of materials available.

The scope of the purpose of the Historical Records Committee, as outlined above, is limited to the official records of the College Physical Education Association. However, in the committee deliberations, it was pointed out that there are many other historical materials related to college physical education which could be valuable to the association and its membership. For this reason, the committee recommendations that the Association examine the possibility of the inclusion of such materials in the repository at Queens College or work cooperatively with other agencies and associations in the process of developing a National Sports Museum or other collection where such materials could be deposited.

The Historical Records Committee would like to solicit the help of the membership in completing the records on the Proceedings of the Association. Proceedings for the following years are needed: 1927, 1929, 1930 to 1936 inclusive, and 1953 to 1959 inclusive.

In addition, copies of any special committee reports not published in the Proceedings are sought.

These materials should be mailed to G. F. Foglia; Department of Health and Physical Education; Queens College; Flushing 67, N.Y.

Respectfully submitted,

V. S. Sprague
Chairman

FINANCE COMMITTEE

Last year, the Finance Committee suggested that before the annual dues were raised, in order to provide sufficient money to meet the operating expenses of the Association, we try to increase our income during 1960 by:

1. Securing new members
2. Making a drive to get members who are delinquent to pay their dues
3. Increase the sale of our Proceedings.

It was further suggested that the Executive Council give consideration to the possibility of proposing a raise in dues of $2 effective in 1961, if we should not be successful in accomplishing the goals of increased membership and sale of Proceedings during 1960.

In view of the fact that the goals stated above have not been achieved and that the Executive Council has not seen fit to propose a raise in dues for 1961, your Finance Committee recommends the following:

1. Effective in 1961, a registration fee of $2 be charged those who attend the annual conference
2. The price of the Proceedings be raised to $3 per copy.

On behalf of the members of the Finance Committee, I move the acceptance of these two recommendations.

I further move, on behalf of the Committee, the acceptance of the attached Proposed Operating Budget for 1961.

Respectfully,

J. W. Kistler
Chairman

PROPOSED OPERATING BUDGET

December 1, 1960 -- November 30, 1961

Income

Membership Dues: 700 @ $5.00	$3500.00
Publications Receipts	500.00
Total	$4000.00

Expentitures

Annual Meeting	$ 400.00
Proceedings	2000.00
General Operation	300.00
Committees (authorized projects)	200.00
Newsletter	200.00
Secretary-Treasurer Services	300.00
Special Projects (authorized)	300.00
Contingency Fund	100.00
Reserve Fund Investment	200.00
Total	$4000.00

FOREIGN RELATIONS COMMITTEE

The Foreign Relations Committee functioned this past year under an interim chairmanship. As a result, no major projects were undertaken. The committee concentrated on preparing the program for the annual meetings. It is a privilege for the committee to co-sponsor with the Intercollegiate Athletics Section, Col. Edward Eagan Chairman of the People to People Sports Committee, Inc., as the featured speaker at the Sixth General Session.

Appropriately, two members of the Foreign Relations Committee served abroad this past year. Professor H. R. Ryan of McGill University acted in the capacity of recreational consultant with the Canadian Armed Forces in Germany. Dr. Harrison Clarke of the University of Oregon traveled to Australia to assume teaching responsibilities at several universities there. Reports from both these members on their experiences are looked forward to with anticipation.

In light of the expanding concern and focus on international problems, it is to be expected that this committee will continue to play an important role in the affairs of the Association.

Respectfully submitted,

R. C. Havel
Chairman

NECROLOGY COMMITTEE

During the current year, the Necrology Committee again relied upon a representative in each state, as well as Canada and Puerto Rico, to act as its agent in the securing of information about, and memorials for, deceased members. Letters were sent to these representatives in May asking for their assistance. Valuable assistance was also received from Burris Husman and M. M. Mackenzie. During the fall quarter when the Chairman was on leave of absence, Clair Jennett kindly consented to assist in the affairs of the Committee. To all of these people and to those who either assisted in the securing of, or preparation of memorials, the Necrology Committee extends its thanks and appreciation.

By action of the Executive Council the CPEA intends to submit a suitable document, together with a copy of the published memorial to the family of the deceased member.

The year 1960 witnessed the passing of five members of the Association:

John Frederick Bohler, Washington State University
Percy R. Carpenter, Worcester Polytechnic Institute
George Louis Meylan, Columbia University
W. Stanton Yeager, Tufts University
Charles V. P. Young, Cornell University

Memorials for these men follow this report.

Respectfully submitted,

Robert Korsgaard
Chairman

John Frederick Bohler

John Frederick Bohler, Dean Emeritus, School of Physical Education and Director of Athletics, Washington State University, was born at Reading, Pennsylvania, on April 14, 1885 and died at Pullman, Washington, July 12, 1960. His wife, Ida Louise Bohler, died February 22, 1960. He is survived by two sons, John F. Bohler, Jr. of Seattle and Robert A. Bohler, San Diego, California.

Dean Bohler received the B.S. degree from Schuylkill Seminary, Reading, Pennsylvania, in 1907, did graduate work at the University of Nebraska in 1908, and attended the Chautauqua Summer School of Physical Education during the years 1905-1908. His life and excerpts from a biography written in the early 50's by William E. Heath, reveal that:

> During the 42-year period from 1908 to 1950 (when he was Dean of the School of Physical Education and Director, Washington State College, now Washington State University, Pullman, Washington), J. Fred Bohler was a central figure in many of the most important and interesting events in the history of physical education and athletics in the United States, and particularly in the Pacific Northwest.
>
> He was founder and first Director of the School of Physical Education at Washington State College.
>
> He participated in the founding of the Pacific Northwest Athletic Conference; the Pacific Coast Intercollegiate Athletic Conference; and the Northwest District of the American Association for Health, Physical Education and Recreation (first president). He was Chairman of the Olympic Games Basketball Committee (1936); President of the Inland Empire Section of the Amateur Athletic Union of America; Member, National Basketball Commission of the United States and Canada (1915-1935 Rules Committee); Historian of the Pacific Coast Athletic Conference (1915-1941), and its president in 1918.
>
> In addition, he was president of the Pullman Chamber of Commerce, president of the Pullman Kiwanis Club, and mayor of the City of Pullman.
>
> His honors include: a charter membership in the National Football Hall of Fame; a membership in Helms Hall College Basketball Hall of Fame, and honorary membership, College Physical Education Association; and the Alumni Citation for service in the field of education, Albright College (nee Schuylkill Seminary), and J. Fred Bohler Gymnasium, Washington State University.
>
> J. Fred Bohler was a true pioneer in the development of a physical education curriculum during the days when this activity was growing into a profession. He was an outstanding amateur and professional athlete, gymnast, trainer, teacher, administrator and coach.

Mr. Bohler was the greatest single factor responsible for the growth and development of one of the outstanding schools of physical education in the United States. His physical well-being, combined with absolute sincerity and a continuous and active promotion of anything relating to the athletic program, the curriculum or facilities, resulted in innumerable contributions to these areas.

J. Fred Bohler was cited by the American Physical Education Review of December 1933 for being primarily responsible for securing the inclusion of health and physical education courses in the Washington State Education Code, in the formation of the Northwest Section of the APEA, and also in the efforts to get a state director.

The State of Washington recognizes "Doc" Bohler as one of its finest citizens . . . "He has always built character in his students because he has character, because to him character is the most important thing in the world. While doing so, he has built at Washington State a department of physical education of which the whole state is proud . . . "Doc" Bohler is one of our finest examples of that harmony of character, intelligence and physical strength which makes him a true champion . . ." (Governor Mon. C. Wallgren, October, 1946.)

"Doc" Bohler has done more for Washington State College than any one man or group of men, living or dead; he has more personal friends; has made more friends for WSC and stands in higher respect throughout the nation than any educator I know, present or past . . ." (O. E. Hollingberry, former football coach, W.S.U., April, 1951.)

"To J. Fred Bohler, who has done so much to bring physical education, athletics, health, and recreation to speaking terms in the same family -- one of the hardy and enlightened pioneers in physical education and athletics." (Dr. G. Ott Romney, Chief, Community Services Branch, Office of the Adjutant General, Department of the Army, October, 1952.)

"J. Fred Bohler is an outstanding example of what a college man ought to be -- teacher, administrator, extender of athletic training to the general public, leader of all that is best in civic affairs, social contacts and religious life." (Dr. C. C. Todd, Dean Emeritus, College of Science and Arts, Washington State University, May 1951.)

Percy R. Carpenter

Professor Percy R. Carpenter, known best by those who loved him as "Doc" was born, June 4, 1882, and died on August 30, 1960. "Doc" was Worcester Polytechnic Institutes' first Physical Education Department Head, holding that position from 1916 until his retirement in 1952.

His early education at Exeter and Harvard and his apprenticeship at Amherst prepared him well for the lifetime career he carved out in making a noble contribution to the education of future engineers

On October 22, 1960, W.P.I. dedicated the Homecoming Day football program in his memory and the memorial by S. D. Donahue expresses for all of us his accomplishments and the respect in which he was held:

> "That was the spirit of Percy Robert Carpenter, then 77, in retirement for seven years as athletic director and professor of physical education, after a span of 36 years that began before World War I.
>
> "In declining health, he couldn't resist watching Tech's athletes trying to win another football game, even though he might better have been indoors. 'Doc' was on the fringe of things that afternoon, but he almost made it to another football season. Last August 30, he retired forever into the shadows that must claim us all.
>
> "His obituary cited his achievements at Exeter Academy; at Harvard, where he completed his course in three years; and at Amherst, where he began his career in physical education.
>
> "It told of his years as an official in New England college sports circles, and how he was host for decades to various track and field groups because of his ability to organize the events. It should be added - to do most of the work, too.
>
> "'Doc' Carpenter never seemed to mind the extra burdens that came his way, even during two wars. The French recognized his efforts in 1918 with a medal, and he was the only civilian in the First Naval District allowed to supervise a V-12 physical training program in the last go-around.
>
> "At Tech, his was not an easy job. Funds were not always abundant, nor were all W.P.I. administrations of equal sympathy for athletics. Yet he whistled his way by the tight spots and kept his sights high.
>
> "He once fought off a threat to drop football. To baseball, he added varsity basketball, tennis, soccer, golf and swimming. Like everyone else, he got his kicks from Tech's New England basketball champs in the '20's, and the unbeaten football teams on 1938 and '54.
>
> "But his real love was the program of intramural sports which he set up for all students. Here, he felt, was the place where his 'boys' got their start for the varsity, and where many who never would wear the regimentals learned to be good sports anyway.
>
> "That's why he was an honorary member of the Class of 1920 and another generation dedicated its yearbook to him in 1949.

"'Somehow, each class took away with it some of the simple philosophy of 'the Doc.' If they played the game hard, if they played the game fair, they were always ahead. Sooner or later, they'd win the scores, too.

"There is no finer memorial."

George Louis Meylan

Dr. George Louis Meylan, a founder of the American Academy of Physical Education, past president of the College Physical Education Association, and great leader in our field, passed away at his home in New York City on February 15, 1960 at the age of 86. He had been in ill health about a year.

Born in Le Brassus, Switzerland, Dr. Meylan earned the M.D. degree at New York University in 1896, the baccalaureate at Harvard University in 1902, and the Master of Arts degree at Columbia University in 1904. From 1903 until his retirement in 1929, he served as Chairman of the Physical Education Department and medical advisor at Columbia During World War I. This illustrious man directed recreational activities for the French Army and organized nearly 200 rest camps; many of them, located directly behind the trenches, were financed by the International YMCA and staffed by American Volunteers.

Dr. Meylan always exemplified a broad range of interests in health education, physical education, recreation, and camping. He early and continuously advocated the need for these programs as an essential part of total education for school and college youth. Besides helping to establish the American Academy of Physical Education, he once served as president of the present American Association for Health, Physical Education, and Recreation. In 1920, Dr. Meylan and his daughter (Mrs. Juliette Meylan Henderson), established Camp Arcadia for girls at Casco, Maine; later he operated other camps in that state. From 1921 to 1923, he was president of the Camp Directors Association of America, and in 1927, became the first president of the United American Camping Association.

Those who knew him feel keenly the loss of an outstanding professional leader and friend. To the younger generation, Dr. Meylan stands as a monument portraying the true virtues of scholar and man of high, but realistic, ideals. We shall miss him.

W. Stanton Yeager

The life of William Stanton Yeager, Professor Emeritus of Physical Education, Tufts University, represents the truest fulfillment of the ideal aspiration of the teacher's mission. The task of the teacher coach remains unique, a near divine task immeasurable by the split-second accuracy of the timer's watch nor by the unyielding split fraction of the winning inch.

The last moments of his life perhaps speak best for his achievement for Tufts University. It was his wish upon retirement to continue to maintain his residence on the Tufts campus. From his modest home on the hill, his view commanded the very scene he helped to create, healthy college students engaged in competition; their sole reward -- the satisfcation of competing.

Professor Yeager's passing on December 11, 1959 terminated a full lifetime in the service of American youth. For over 40 years, this man served diligently as teacher, friend and advisor for hundreds of young people. After graduating from Iowa State Teachers College in 1905, Professor Yeager became superintendent of schools in Norway, Iowa for one year, and then served in a similar capacity at North English, Iowa for two years. Choosing to specialize in the field of physical education, he completed the requirements for a degree at Springfield College in 1910. For the next sixteen years Professor Yeager directed the physical education program at Mt. Hermon School for Boys before coming to Tufts as assistant professor in physical education in 1926. In 1940, he was advanced to associate professor and then to professor in 1946. For the next seven years, he directed the physical education and athletic program at the University along with his track coaching duties.

Mr. Yeager was a regular member of the CPEA from 1927 to 1954. In 1954, the Association honored him by selecting him as a lifetime member.

In 1955, Professor Yeager was named Professor Emeritus of Physical Education.

His service with Tufts University yielded warm friendships with his associates on the Faculty. He was recognized for his outstanding achievements in behalf of Tufts University. His passing is regarded with a deep sense of regret and a feeling of personal loss.

Charles V. P. Young

Professor Charles V. P. Young, Physical Education and Athletics, Emeritus, Cornell University, died November 12, 1960 at his home, 112 Lake Street, Ithaca. He would have been 84 on November 30.

One of Cornell's greatest athletes, selected to Walter Camp's first All-American Football Team, and long an exemplar and proponent of physical fitness for students, "Tar" Young won the "C" four years in both football and baseball and was captain and pitcher of the varsity baseball team. He had much to do with the development of intramural athletics, with the provision of Alumni Fields by alumni and the playing fields for women, the intercollege boathouse on the Inlet, with Mt. Pleasant Lodge and Tar Young Ski Hill in Caroline, and was a founder and patron of the Outing Club.

Professor Young received the A.B. in 1899, spent the next three years at Princeton Theological Seminary, and preached for a year in Erie, Pa., coming back in the fall to help coach the football teams. He was appointed Acting Professor of Physical Education in 1904 and was made Professor the next year, Professor Emeritus in 1944. He kept an office in the Old Armory and ran roller skating there for many years, was campus tennis champion, played baseball with alumni teams at reunions, and was an official at track meets. He became a member of the College Physical Education Association in 1919 and later was awarded an honorary membership.

He was the author of The Cornell Navy (1907), Courtney and Cornell Rowing (1923), Beyond the Horizon, How Men Have Lived (1931), Across the Borderline (1946), and compiled for "Quill & Dagger" the monumental Cornell in Pictures: 1868-1954, published by the University Press. In 1951, while he was working on his book, he was made Honorary Associate of the University Archives and held this position until recently.

He was a member of Alpha Delta Phi, secretary of the Class of '99, and had been for many years alumni treasurer of "Quill & Dagger." Ten years ago, he started the Interclass Alumni Club, an informal group of elder Cornellians who came to the Campus for a weekend each spring, and was the moving spirit of that organization. His sister is Carrie V. P. Young of Williamsport, Pennsylvania and he was the last of five brothers; the others, the late William Young, Edwin P. Young, John P. Young, and George H. Young. Mrs. Young survives, as does their daughter, who is the wife of Ralph W. Head of Ithaca.

From a memorial address given by Reverend Edward L. Christie we learn something of the greatness and the meaning this man had to his university:

> "In a unique way he represented a quality in university life which has almost completely disappeared from our American scene . . . 'Tar' Young saw education in terms of the complete well-balanced life. To him it was still a joyous adventure that involved the thrill and the wonder of recreation in its original semantic sense. To this cause, Professor Young devoted a half century of his life at Cornell.
>
> Mr. Young had as a cardinal educational belief the dictum, 'a healthy mind in a healthy body'; our neurasthenic age has become indifferent to that theory. The Outing Club, the Mt. Pleasant Lodge, the Caroline ski slopes, our local athletic fields are all proofs that Professor Young felt otherwise and agreed with Plato.
>
> 'Loyalty' is also a word which is in contemporary discord, and Mr. Young shames, I think, our sophistication with the depths and varieties of his loyalties. I have been told of his interest across the years in 'Quill & Dagger.' These -- and similar interests -- grew out of a profound affection for young people . . . Professor Young had preserved (the lost art of 'love') in his life, and when he was talking to me about young people and Mt. Pleasant or young people and roller skating parties I was profoundly conscious of that element of love. I think that 'Tar' Young, even in memory, will challenge us to attempt to regain in our educational adventure this 'sine qua non' which transcends mere learning.
>
> In Professor Young's Beyond the Horizon he shared with us a new element and yet one which grew out of his faith in people and his love of people . . . It seems to me quite natural that this

man with his love of life and nature and youth should have written in terms of affirmation of an eternal progression of the human spirit. The life which he knew in his time and which he shared with his friends made him feel, like the English poet Vaughn, those 'bright shoots of everlastingness,' and perhaps his affection for people had its ultimate root in his belief that they had an eternal destiny.

'Tar' Young belongs to this campus, and his influence here will affect generations yet unborn. Possibly some of his own philosophy of life will be revitalized into a new spirit on the campus which recaptures something that has been lost."

POLICIES COMMITTEE

During 1960 the following work was accomplished:

1. Suggestions for revising the operating code for the Policies Committee were sent to the Operating Codes Committee.

2. Job analyses were completed for the following positions of the association:

   a. President
   b. President - Elect
   c. Secretary - Treasurer
   d. Convention Manager

3. It was recommended to the Executive Council that the Policies Book include a statement concerning the correct format for papers presented for publication in the Proceedings.

Respectfully submitted,

Dean E. Richardson
Chairman

PUBLIC RELATIONS COMMITTEE

1. The Public Relations Committee, first of all, had to set up an operating code since there had never been a code for this Committee.

2. News releases have been sent to the public relations official of the college or university of each speaker or officer whose name appears on the convention program. Included in the news story is brief information about the CPEA; its history, composition, aims, etc.

3. Similar news releases were sent to the presidents of the institutions of those taking part in the convention.

4. Suggestions for next year's committee

Several worthwhile suggestions were made by committee members during the year. Among these were:

a. Recommendation that some articles pointing up the values of physical education be published, if possible, in some national magazines. Colonel Frank Kobes of West Point has some evidence which, together with other findings, should make a fine article with considerable reader appeal.

b. A conference between college administrators and leaders in our profession should be held to determine the place of physical education in the college program in the years ahead. Such a conference would be both timely and profitable. Perhaps the CPEA could jointly sponsor such a conference along with such other groups as the AAHPER, American Council on Education, American Association of Universities and the NEA. If held, this should be a top level meeting and should be an invitational affair.

c. A pamphlet portraying arguments for and information about the present status of college physical education should be developed and distributed widely to college administrators including college presidents, deans, trustees, boards of regents, as well as to faculty members in general.

d. A suggestion was made that colleges with outstanding programs of basic physical education be recognized and cited by the CPEA.

These recommendations merit consideration by the Public Relations Committee next year and, in some instances, by the Executive Council of the CPEA.

Respectfully submitted,

Henry Shenk
Chairman

RESOLUTIONS COMMITTEE

The Resolutions Committee presents the following resolutions for consideration by the College Physical Education Association.

1. WHEREAS, President-Elect John F. Kennedy has reacted with insight and vigor in support of our common goal of improving the health and fitness of American youth; and

WHEREAS, He has indicated a specific plan of action for the attainment of this goal;

BE IT RESOLVED, That the College Physical Education Association express its appreciation of the interest and action and assure the President-Elect of its wholehearted willingness to cooperate and assist in the implementation of his plan.

2. WHEREAS, The American Medical Association has indicated an awareness of some common and basic problems concerning the health and fitness of American youth; and

WHEREAS, The American Medical Association has expressed itself in support of certain policies for solving these common problems;

BE IT RESOLVED, That the College Physical Education Association commend the American Medical Association for this interest and support.

This committee recommends that Resolution 1 be transmitted to President-Elect John F. Kennedy through appropriate channels, to Abraham Ribicoff, Secretary of Health, Education and Welfare, to the publisher of Sports Illustrated, and to other interested news media.

The committee recommends that Resolution 2 be transmitted to the President of the American Medical Association, Dr. W. W. Bauer, and to Dr. Fred Hein.

Respectfully submitted,

K. C. H. Oermann
Chairman

President's Committees

COMMITTEE TO PUBLICIZE FITNESS

The Committee has discussed many possibilities for publicizing the report. Proposed action is of two general types - one of which involves money.

Recommendations

1. All members of the CPEA should purchase a copy of the report, study it, use it, and promote its use.

Each member can be an effective publicity agent for the report. Members who are department heads should purchase copies for the school library and see that the report is brought to the attention of college personnel, local newspapers, TV stations, and other media which might result in publicity.

Members should consider the use of the report by students as a text or supplementary reading.

The Committee feels that the greatest source for publicizing the report is in our individual membership.

2. Send complimentary copies of the report to college and university presidents, athletic directors, physical education directors, and selected national publications such as Life, Look, Readers Digest, Newsweek, etc.

This will cost money. If the CPEA should desire to finance such a procedure, the chairman of the Committee will prepare a list of names from the U. S. Office of Education Directory of Higher Education, and the Blue Book of College Athletics.

The Committee has explored the possibilities for securing financial assistance without success.

Your chairman takes a dim view of sending a large number of complimentary copies. If copies are sent to college presidents, the reports will be forwarded to the director of physical education. The most practical, economical, and effective means of publicizing the fitness report seems to be through the individual efforts of all members.

3. Print a flier describing the brochure and distribute it widely to colleges and universities. This procedure would be less costly and perhaps just as effective as sending complimentary copies.

Respectfully submitted,

Ray O. Duncan
Chairman

COMMITTEE TO STUDY ATTACKS ON THE BASIC INSTRUCTION PROGRAM

At the meeting last year in Cincinnati, Ohio, this committee made a report of a questionnaire type survey which it conducted earlier in the year. The results also appeared in the Proceedings.

During the fall of 1960, this same committee made a general investigation to attempt to note the status and/or change in the situation, if any, since the 1959 study, with regard to physical education in the colleges and universities throughout the country. Each committee member was responsible for gathering information about a specific section of the country. The main purpose of this project was not necessarily to make a detailed analysis of every institution but to secure information from the various geographical areas of the country and to attempt to discover the nature of any changes or trends which are now in evidence.

There are, no doubt, varied reasons for the attacks on physical education programs. The struggle for space, funds, etc., are important factors in many institutions. These will, in all probability, continue to be increasingly more important in the future, for reasons of which we are all aware. The Granting credit, giving grades, and including the physical education grade in the grade-point or honor-point average have been frequently mentioned as reasons for attacks. Some institutions have indicated that the nature of the attack has been in the form of an attempt to reduce or completely eliminate the requirement. In a few instances, substitution of band, ROTC, etc., for physical education has been the basis for attack. In one instance, the president of an institution made the substitution possible without consulting the physical education department.

The body of this report is divided into three main sections as follows:

1. Status of programs at schools represented by committee members.
2. Areas in which programs have been or are under attack.
3. Outstanding features of a number of colleges recognized as having fine physical education programs.

Status of Programs at Colleges Represented by Committee Members

Of 12 different colleges comprising membership in this committee, 11 submitted replies or statements regarding the status of their basic physical education programs. One college lost its requirement last summer and now has an elective program. Two others are under attack at the present time, and it appears that at least one more will soon face a similar situation in the very near future.

It is distinctly clear that if our programs in physical education are to survive, the administrators of the respective colleges, the academic senates, the presidents and faculties must be aware of our contribution to the education of American youth. There has occurred, and no doubt will continue to occur, and with some degree of success, attempts to eliminate university-wide requirements. If complete autonomy is achieved by each college, only an outstanding job of interpretation on our part, and the record of the past, if it is worthy of mention, will enable us to maintain what we have. In fact, in a few institutions which have lost their requirement, the only area in which a case could be developed against the elimination of the physical education requirement was with regard to each college's right to determine its own graduation requirements.

Areas in Which Programs Have Been or Are Under Attack

The exact nature of attacks against physical education has varied both in degree and scope. A few reports indicated that other disciplines were not attacking physical education directly, but were seeking to attain or achieve similar status and recognition. In other words, they were envious of the physical education requirement and were attempting to enhance their own program.

The situation in the far West, especially in the State of California, seems to be the most critical at the present time. There have been strong and persistent attacks in that state for the past six years. These attacks stem primarily from the inadequacy, indifference, and lack of interest at the secondary level. As a natural consequence, physical education throughout the state has suffered.

A number of colleges in the Midwest have been and are still under attack. Institutions in Illinois, Iowa, and Michigan have been so involved. Reports from the South hint that a few colleges will soon find it necessary to defend their programs. Insufficient information was received regarding Eastern institutions, but it is assumed that the situation is similar, in general, to that found in other parts of the country.

Outstanding Features of a Number of Colleges Recognized as Having Fine Physical Education Programs.

1. Separate administrative set-ups for intercollegiate athletics and the required programs.
2. Personnel whose full-time or primary responsibilities are to the basic program.
3. Separate budgets.
4. Fine cooperation and respect between athletic and physical education departments.
5. Use of classification tests.
6. Varied and balanced program offerings.
7. Skill and knowledge tests.
8. Coeducational activities.
9. High degree of election of activities.
10. Competent staff.
11. Small classes (where possible).
12. Knowledge of program objectives by the students.
13. Use of "official"equipment.
14. Staff attitude toward students one of genuine desire to make a significant contribution to the education of the student.
15. Medical exams.
16. Credit and grades awarded.
17. Physical education staff accepted as members of the faculty of the institution.
18. Stress physical fitness.
19. Fine facilities with room for expansion indoors and outdoors.
20. Syllabi developed for and used in each activity taught.
21. Close liaison between physical education instructors and students due to guidance and counseling provided by the former.
22. Good program of evaluation.
23. Orientation program for freshmen.
24. Close liaison with the health service.
25. Program for the atypical.
26. High departmental morale and feeling of pride in the work being done.
27. Intellectual activities including written reports and tests.
28. The physical education grade curve parallels that in other subjects in the institution and are as highly valued.
29. Excellent supervision is provided for new instructors together with continued in-service training.
30. Swimming required as part of the physical education requirement.
31. Close relationship between the basic instructional program and the intramural program.
32. A coordinator system in which each course is headed by a specialist who serves as counselor and coordinator for all

instruction in the activity.

33. Text containing an outline of all courses offered.
34. Proficiency examination plan whereby students who are able to demonstrate skill and knowledge may gain credit without taking the course.
35. Outdoor recreational activities offered.
36. Emphasis on recreational (carry-over) activities.
37. Philosophy well accepted by other departments.
38. Good time distribution for all students.
39. All equipment furnished for the students.
40. Excellent organizational procedures with large groups of students.
41. Contribution to the realm of personal improvement, appearance, manner, etc.
42. Physical education program for faculty and staff.

Conclusions:

While the status of physical education has not changed appreciably since last year, it is evident that some schools will be called upon to defend their basic programs of instruction in the future. Geographical location is relatively unimportant as far as freedom from or susceptibility to attack is concerned. Some programs are being lost when colleges achieve complete autonomy and establish their own graduation requirements.

There is little doubt regarding our course of action for the future. Each and every individual must do the very best job of which he is capable. We should not allow, condone, or continue practices in the operation of physical education programs which might possibly jeopardize our position. When we can be criticized for poor work, we will be criticized. Let us not provide that opportunity for those who would.

Appreciation is extended to all those who cooperated with the members of this committee in providing information for this study. Members of this committee are also to be commended for their efforts in this endeavor.

Respectfully submitted,

S. L. Fordham
Chairman

CONVENTION PUBLICITY AND HOSPITALITY COMMITTEE

This year's committee was made up of 35 members who were widely distributed over the country and as such provided an efficient system of distribution for the Association news releases.

The pattern of operation for Association publicity followed these steps:

news releases were prepared at the University of Maryland and distributed in lots of 25 to the 35 committee members; committee members, in turn, mailed out the releases to an assigned portion of the CPEA membership. Two such releases were distributed to the Association membership in preparation for the Washington convention. Copies of the news releases are attached. The last of these releases should have reached the members on or about October 28. Airlines publicity: Miss Marge Krashkevich of the American Airlines had a flyer made up which was sent out from each of several district and local airline offices to the membership of the Association.

Dr. L. Carroll Adams of Columbia University, as Chairman of the Codes Committee, requested the Chairman of the Publicity and Hospitality Committee to prepare an operating code for this committee. The code was made up from an excellent original job analysis of the committee functions submitted by Dean E. Richardson in 1958.

The chairman of the committee worked closely with the convention manager, Dr. Burris Husman of the University of Maryland offering his and the services of his committee in any way which would promote the publicity and hospitality of the Convention.

Tour and special program information, such as the Christmas Pageant held each evening at the Ellipse, was made available for members and their wives at the registration desk. The members, as well as their wives, were invited to the Hospitality Hour which was sponsored by the University of Maryland, American University, Howard University and Gallaudet College.

Special news releases were prepared and sent to the Washington Post, the Washington Daily News and the Evening Star for convention coverage. It is assumed that publicity will be given the Convention in these three publications, Wednesday through Friday, December 28 through 30, in accordance with the Chairman's conversation with the City Editor of each of the three papers. Mr. Howard Williams, Program Director of WMAL radio, taped a discussion between President Ray Snyder, and President-elect Joy Kistler, covering the purpose and functions of the CPEA, which will be broadcasted December 28 or 29. News releases were also sent to WMAL-TV. The staff of the Director of News will cover the convention highlights. Photos of highlights will be spliced in the daily TV news coverage of the National Capital Area.

Respectfully submitted,

Marvin H. Eyler, Chairman

EDUCATIONAL TELEVISION COMMITTEE

The Educational Television Committee of the College Physical Education Association, a newly appointed President's Committee, used a questionnaire technique to elicit ideas regarding the role of our organization in utilizing television as a publicity medium.

Questionnaires were sent to 270 CPEA members, each recipient representing a different college or university. In each case an effort was made to send the questionnaire to a member who had attended the CPEA convention in Cincinnati in 1959. It is gratifying to note that 180 responses were received.

Among the 180 responses, 50 indicated that their college or university had done television work in the past two years in an area pertinent to physical education. In some instances, as at the University of the State of New York at Cortland, for example, many programs had been conducted. In almost every instance of a physical education television program, the respondee felt that the program resulted because of a good working relationship between the television station and the particular physical education department.

A list of the areas included in television programs presented in the past two years is included in this report. In addition, a list of the colleges sponsoring television programs is included.

Among all respondees, there seemed to be a consensus that our profession has no alternative except to make a concerted effort to utilize television as a publicity medium. In most responses, the suggestion was made that we cooperate with the AAHPER in pursuing television posibilities. The Educational Television Committee was cognizant of the television potential with closed-circuit TV. The committee was also aware of the possibilities with such groups as Midwest Airborne TV and the Closed Circuit Experiment in Teacher Education, State University College of Education, Albany, New York.

On the basis of: (a) returns from 180 questionnaires, and (b) the potential from such geographical areas as Midwest Airborne TV, the Educational Television Committee would like to make the following recommendations:

1. That a committee be selected from the respondees indicating success in promoting television programs.
2. That a part of this committee work with a group from the AAHPER to make a concerted television drive.
3. That the CPEA capitalize on President-Elect Kennedy's interest in physical education, as evidenced by his recent quotes, and pursue the possibility of a federal grant in order to use television as a physical education publicity medium.
4. That the CPEA and its constituent members give more than lip service to the belief that each member has an obligation to seek the best publicity medium to present his program.
5. The following are colleges which have sponsored television programs:

Alabama, University of
Brooklyn College
Buffalo, University of
Calvin College
Central Michigan University
Dayton, University of
DePaul University
DePauw University
East Carolina College
Eastern Illinois
Eastern Michigan University
Eastern New Mexico University
Emory University
Fort Hays State College
Georgia, University of
Gettysburg College
Howard College
Illinois, University of
Indiana University
Iowa, State University of
Ithica College
MacMurray College

Manitoba, University of
Michigan State University
Minnesota, University of
Missouri, University of
New York, State University of
North Carolina, University of
North Carolina State College
North Dakota, University of
Northwestern University
Ohio State University
Oregon College of Education
Oregon, University of
Phillips University
Pittsburgh, University of
Plattsburgh State
Rice University
Sacramento State College
San Diego State College
Southern Oregon College
Springfield College
St. Louis University
Texas Tech
Toledo, University of
Utah State University
Virginia State College
Washington, University of
Wayne State University
West Chester State College
West Virginia University

Respectfully submitted,

J. B. Daugherty
Chairman

HONOR AWARDS COMMITTEE

In an effort to determine the feelings of the membership of the CPEA toward the bestowing of citations and awards, the Honor Awards Committee contacted the membership by questionnaire. Below is a report of the results:

Number of members contacted	-- 700
Percent responding	-- 57.3
Percent of respondents who favor special citation to members of the CPEA for outstanding service to the profession	-- 77.6
Percent of respondents who wish to honor anyone, member or not, who renders outstanding service to the profession	-- 55.0
Percent of respondents who wish to honor members of the CPEA for outstanding service to our own organization	-- 53.9
Percent of respondents who feel that length of service to the CPEA should be one criteria for awards	-- 52.0

The comments on the questionnaires indicated the following:

1. That awards, when made, should be for any kind of meritorious service to the profession but that the Honor Awards Committee should not feel obligated to select winners each year.

2. That awards should be based on any and all contributions to the profession and not be limited to one type of service. Research, publications, program developments, length of service, etc., should be considered.

3. That awards made by the CPEA should be made to the members of the CPEA (although the percentages listed above indicate that better than half of the respondents wish to honor anyone for meritorious professional service whether or not he is a member of the CPEA). The comments on the questionnaires were strongly in favor of limiting awards to members.

Based on the data sheets returned from the poll of members, the Honor Awards Committee offers the following awards plan for the consideration of the Association. We recommend that:

1. The CPEA make available three awards or citations.
   a. Science of research award to be known as the (name of a research leader, such as C. H. McCloy) Award -- this citation to be given for great contribution to the profession through science and research.
   b. Professional leadership award to be known as the (name of a professional leader, such as Jessie F. Williams or Jay B. Nash) Award -- this citation to be given to members who, over a number of years, have made a great impact on the profession through their leadership.
   c. The scholarship award to be known as the (name of a leader in scholarship, such as James H. McCurdy) Award -- to be given to members who have, over a number of years, contributed greatly to the philosophical literature of the profession.
2. These citations be made as merited without a regular pattern being established. In other words, not awarded yearly but only when richly deserved.
3. A citation or awards committee be appointed to screen the membership and make recommendations to the Executive Committee concerning members meriting citations or awards. This screening committee or citation committee should be a standing committee.
4. Definite criteria be determined by the citation or awards committee, or the Executive Committee for use as guides in selecting men meriting citations. One prerequisite for any citation or award being membership in the CPEA, since this seems to

be the wishes of the majority.

5. The nature of the award or citation, i.e., scroll, medals, plaque, official letter, be determined by the Executive Committee of the CPEA.

6. The name of each of the three awards or citations be decided by a poll of the CPEA membership. There seems to be strong differences of opinion concerning the names of men used in naming awards.

Respectfully submitted,

H. E. Kenney
Chairman

Joint Committees

IMPLEMENTATION OF INTRAMURAL SPORTS COMMITTEE

Intramural sports has made some rapid strides in the last several years and its influence is being recognized more on our campuses each year.

The biggest influence is in the field of student affairs. Many of our Deans of Student Affairs have expressed a favorable commendation of the unifying effect that team intramural sports has on the housing program. It has raised student scholarship and cut down on discipline problems in every reported case.

Because of injuries, touch football, flag football, and variations are still a big problem. Anything that can cut down on the number of injuries should be given careful consideration.

A definite place for evaluation of intramurals should be included in each program.

The provision for full time personnel in the department has greatly improved the programs where this has occured.

There needs to be a continual promotional and public relations program going on at all times; the faculty, especially, should know what the intramural department is doing and what its objectives are.

Reports of all intramural programs should be included in all state, district, and conference physical education meetings and these reports should be forwarded to the CPEA for section meetings.

Respectfully submitted,

Paul V. Keen
Chairman

JOINT COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

The College Physical Education Association, the American Association for Health, Physical Education and Recreation, and the National Collegiate Athletic Association, formed a permanent Joint Committee on Physical Education and Athletics in January, 1945. Each of the parent organizations appoints three men to serve on the committee for terms of three years each.

The Committee organized and conducted the first National Athletic Directors Working Conference in Louisville, Ky., March 21-23, 1959. At a Committee meeting, January 1960 in New York City, it was decided to attempt another such Conference in March 1962. Date and site are to coincide with the NCAA University National Basketball Tournament.

Each parent organization will be asked to contribute to the costs of the Conference as follows:

CPEA	$ 50.00	(December 1960)
AAHPER	200.00	(March 1961)
NCAA	200.00	(January 1961)

The above requests should be submitted to the executive committees of each organization at their next meeting as indicated in parenthesis. Above amount plus committee funds will pay for the proposed Conference and provide copies of Proceedings for persons participating. Details to be discussed at meeting on January 10, 1961 in Pittsburgh. Mr. Richard Larkins, Ohio State University, will serve as chairman of Joint Committee in 1961.

The financial report for 1960 year is as follows:

Receipts

Cash on hand, January 1, 1960	$245.40
Interest declared, Dec. 31, 1969	5.89
$25 yearly contributions from each organization	75.00
	326.29

Expenses

Postage, typing and long distance calls	23.00
Breakfast for committee meetings -- In Cincinnati, December 1959) In New York City, January 1960)	20.52
	43.52
Cash on Hand, January, 1961	$282.77

Respectfully submitted,

Lysle K. Butler
Chairman

JOINT COMMITTEE ON PHYSICAL EDUCATION FOR COLLEGE MEN AND WOMEN

The Joint Committee on Physical Education for College Men and Women met on April 24, 1960, at Miami Beach, Florida.

The Committee recommended that the following action be taken:

1. That a National Conference on Physical Education for College Men and Women (The Basic Instruction Program) should be held during the school year 1962-63.

2. That it was desirable to schedule a meeting of representatives of AAHPER, CPEA, and NAPECW and a representative group of college and university deans and vice-presidents, who are in charge of instruction, to discuss the Physical Education Basic Instruction Program. The time of the meeting and the selection of the representatives to be determined by the Executive-Secretary of the AAHPER.

3. That the packet in defense of the program should be continued and that a booklet should be written stating the case for physical education. The chairman was directed to contact John Friedrich requesting that he write the booklet. The Committee stated that it wanted the opportunity to approve the material.

4. That each state schedule a meeting of those persons responsible for the Basic Instruction Program. The meetings should be organized by State Association presidents at the request of the Executive-Secretary of the AAHPER. The Joint Committee thought that the state meetings should work to improve the existing program, plan for the future, set up a state consulting service, and take any other steps which would strengthen the Basic Instruction Program. The group also felt that each state group should report the results of their efforts to the Joint Committee.

In regard to the above recommendations, the chairman can report that John Freidrich is preparing the booklet in which will be stated the case for the Physical Education Basic Instruction Program. In May, June, and October the Chairman wrote to Rachel Bryant (liaison for Committee) and requested action by the Executive-Secretary of AAHPER on Items 2 and 4. At present, no action can be reported.

Respectfully submitted,

Marvin Allen
Chairman

NATIONAL COMMITTEE FOR THE IMPROVEMENT OF PROFESSIONAL PREPARATION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION

The Committee met on Tuesday, April 26, 1960 during the AAHPER convention in Miami Beach, Florida. Dr. C. O. Jackson represented the College Physical Education Association at the meeting.

Dr. C. O. Jackson reported informally for the CPEA. Due to the untimely death of William F. Meredith, no official report was available. The College Physical Education Association indicated a continued interest and desire to cooperate with the National Committee.

At the meeting, it was apparent that there was considerable interest in testing programs which would serve as screening devices for advanced degree study. A motion was passed that the Committee encourage the preparation of tests in health, physical education, and recreation to evaluate achievement in the undergraduate curriculum, and for graduate student admission and retention. Miss Betty F. McCue, Chairman of the Committee, was charged with communicating with the Educational Testing Service, to indicate this Committee's interest in the problem and possibility along with the fact that the Research Council may help.

The next meeting of this Committee will be held on March 21, 1961 at Atlantic City.

It is recommended that the College Physical Education Association strongly endorse the position of the American Association for Health, Physical Education, and Recreation concerning the following five steps which were taken at the Board of Directors and representative assembly meetings in Miami Beach, Florida last April, 1960:

1. Recognize the National Council for Accreditation of Teacher Education as the accreditating agency for teachers of health, physical education and recreation.

2. That after June 1, 1964, state departments of education grant certification only to those teachers of health, physical education and recreation who are graduates of NCATE accredited institutions.

3. That the National School Board Association will be asked to urge local school boards to employ only graduates of such accredited institutions as indicated above.

4. That the American Association of School Administrators and other appropriate organizations will be urged to support this action.

5. That the AAHPER will change its membership requirements to conform to its position on accreditation. After June 1, 1964, all new professional members must have a degree, graduate or undergraduate, from an NCATE accredited institution with a major or minor in health, physical education or recreation.

It is recommended that the Executive Council consider these recommendations of the AAHPER.

Respectfully submitted,

Lewis A. Hess
Chairman

Continuing Committees

OPERATING CODES COMMITTEE

During the year 1960 the Committee revised existing codes for the purpose of bringing them up to date and to make them more uniform with regard to style.

Additional codes were written by chairmen of committees. These together with the revised codes were submitted to the Secretary-Treasurer of the Association for inclusion in the Operating Manual of the CPEA.

Respectfully submitted,

L. Carroll Adams
Chairman

Miscellaneous Reports

AMERICAN COUNCIL ON EDUCATION

The American Council on Education held its forty-third annual meeting at the Palmer House in Chicago. October 6-7, 1960. The theme of the meeting was. "Integrity of Educational Purpose." It was indicated that when institutions become more deeply involved in economic. social, and political. as well as cultural affairs they are subject to forces and factors which may distort their essential functions. Under these conditions, it was deemed important to restate the fundamental purposes of higher education and to attempt to determine the impact of selected forces and factors.

These forces and factors acting upon higher education could prove to be helpful or harmful. Through the discussions, an attempt was made to outline steps so that the harmful effects would be avoided and to plan in such a way so as to increase the benefits. Among the many factors discussed, the following appeared to be most pertinent: research, finance, national and global responsibilities, fiscal controls for state governments, facilities, accreditation, and evaluation.

Respectfully submitted,

Ray Snyder
President

ALPHABETICAL
ROLL OF MEMBERS - 1961
(Corrected to April 1, 1961)

* Attended
1960 Convention (1) Past President (2) Past Secretary-Treasurer

HONORARY MEMBERS

	Alderson, Curtis J., Ed.D.	University of Texas, Austin (1950-1959)
	Altman, George J., M.Ed.	202 Belmont, Los Gatos, Calif. (1936-55)
	Bilheimer, C. E., M.Ed.	Gettysburg College, Gettysburg, Pa. (1930-54)
	Brown, Hubert E., Ph.D.	16516 Camelia Terrace, Los Gatos Calif. (1947-58)
	Campbell, Walter, M.Ed.	University of Rochester, Rochester, N.Y. (1928-54)
	Clapp, Raymond G., M.D.	1200 S. College Ave., Fort Collins, Colo. (1906-45)
	Fetzer, Robert A., M.A.	Morehead Building, Chapel Hill, N.C. (1925-52)
	Gauthier, George E., B.S.	Ohio Wesleyan University, Delaware, Ohio (1925-55)
	Hansen, Canute, D.D.S.	149-45 Northern Blvd., Flushing 54, N.Y. (1926-55)
	House, Howard H., Ph.D.	Box 203, Asotin, Wash. (1932-55)
(1)	Keller, Louis F., Ph.D.	1340 Keston St., St. Paul 8, Minn. (1923-59)
	Kiphuth, Robert J. H., B.S.	Yale University, New Haven, Conn. (1932-59)
	Kirkpatrick, T. Bruce, M.A.	249 Washington Ave., Kingston, N.Y. (1932-48)
(1)	Livingston, Walter J., B.S.	333 12th Ave., Indian Rocks Beach, Florida (1922-52)
	Locke, Edwin A., M.D.	Wilton, N.H. (1937-46)
(1)	Luehring, Fred W., Ph.D.	314 N. Chester Rd., Swarthmore, Pa. (1920-51)
(1)	Marsh, Allison W., M.Ed.	62 Hillcrest Pl. Amherst, Mass. (1922-58)
	Masley, A. L., M.A.	University of Wisconsin, Madison, (1945-60)
(1)(2)	Metcalf, Thomas N., M.A.	1208 San Miguel, Santa Barbara, Calif. (1920-56)
(1)	Mitchell, Elmer D., Ph.D.	University of Michigan, Ann Arbor (1931-58)
	Nash, Jay B., Ph.D.	40 East 10th St., New York, N.Y. (1927-52)

(1)	Nichols, John H., M.D.	Oberlin College Oberlin Ohio (1918-55)
	Olson, Carl, B.S.	515 Glasgow Road Pittsburgh, Pa. (1933-59)
	Patty, Willard W., Ph.D.	1 Artists Drive, Nashville, Ind. (1949-58)
(1)	Prettyman, Albert I., B.P.E.	Hamilton College, Clinton, N.Y. (1920-49)
	Raabe, Howard W., M.S.	1148 S.E. Powell Blvd., Portland, Ore. (1950-57)
	Rider, George L., B.A.	Miami University, Oxford, Ohio (1921-60)
(1)	Schott, Carl P., Ph.D.	Pennsylvania State University, University Park, Pa. (1930-52)
(1)(2)	Scott, Harry A., Ph.D.	Box 4726, Carmel, Calif. (1923-59)
	Sprankle, Dale R., M.A.	204 N. Ingham, Albion, Mich. (1957-59)
	Stagg, Amos A., Sr., B.A.	127 W. Euclid Ave., Stockton, Calif. (1920-47)
	Swain, Leslie E., M.A.	Tree Tops, Craigville, Mass. (1927-43)
	Toomey, Irving F., B.S.	University of California, Davis (1936-57)
	Wallace, Stanley M., B.S.	University of Maine, Orono (1932-59)
	Whitaker, Berry M., B.A.	University of Texas, Austin (1949-59)
(1)	Williams, Jesse F., M.D.	Box 656, Carmel, Calif. (1920-46)
	Young, Ralph H., B.S.	635 Hillcrest Ave., E. Lansing, Mich. (1924-54)

ACTIVE MEMBERS

-A-

	Abraham, Joseph N., M.S.	Hobart College, Geneva, N. Y. (1955)
*(2)	Adams, L. Carroll, Ed.D.	Columbia University, New York, N.Y. (1937)
*	Akioye, Isaac A., M.Ed.	ICA Teacher Training Project, Ibadan, Nigeria (1961)
	Alexander, Louis A., M.A.	University of Rochester, Rochester, N.Y. (1931)
	Allen, Ernest M., Jr., Ed.D.	University of North Carolina, Chapel Hill (1947)
	Allen, Ross L., Dr. P.H.	State Teachers College, Cortland, N.Y. (1955)
*	Alley, Louis E., Ph.D.	State University of Iowa, Iowa City (1954)

Anderson, Ernest W., M.Ed.	Augsburg College, Minneapolis, Minn. (1956)
Anderson, Floyd V., M.A.	Alabama College, Montevallo (1961)
* Anderson, George F., Ed.D.	AAHPER, 1201-16th St., N.W., Washington, D. C. (1954)
* Anderson, Jackson M., Ph.D.	AAHPER, 1201-16th St., N.W., Washington, D. C. (1949)
* Andrew, George M., B.Sc.	McGill University, Montreal, Canada, (1961)
Andrews, Paul M., M.Ed.	Texas A & M College, College Station (1957)
Appleton, Lloyd O., M.A.	U. S. Military Academy, West Point, N. Y. (1947)
* Arce, William B., Ed.D.	Claremont-Harvey Mudd Colleges, Claremont, Calif. (1958)
* Ashbrook, Willard P., Ph.D.	Ohio State University, Columbus (1929)
Asnton, Norman J., M.S.	621 Cummings, Apt. 412, Ottawa, Ontario, Canada (1960)
* Asprey, Gene M., Ph.D.	State University of Iowa, Iowa City (1960)

B

Bachmar, John C., Ed.D.	Chico State College, Chico, Calif. (1958)
* Baley, James A., Ph.D.	University of Connecticut, Storrs (1954)
Ballenger, Frank, M.A.	Kent State University, Kent, Ohio (1949)
Bank, Theodore P., M.A.	Athletic Institute, 805 Merchandise Mart Chicago 54, Ill. (1949)
Baptista, Robert C., M.Ed.	Wheaton College, Wheaton, Ill. (1960)
Barlow, Thomas E., B.A.	University of Texas, Austin (1956)
Barr, Alfred R., M.A.	Southern Methodist University, Dallas, Texas (1948)
Barr, J. Shober, M.A.	Franklin and Marshall College, Lancaster, Pa. (1954)
Barrow, Harold M., Ed.D.	Wake Forest College, Winston-Salem, N.C. (1949)
Barrow, Loyd M., Ed.D.	Southern Connecticut State College, New Haven, Conn. (1957)
Bartelma, David C., Ed.D.	University of Colorado, Boulder (1948)
Bauer, Emory G., M.A.	Valparaiso University, Valparaiso, Ind. (1956)

* Beck, Eugene E., Ph.D.	Henderson State Teachers College, Arkadelphia, Ark. (1957)
* Beck, Robert J., B.S.	University of Illinois, Chicago 11 (1961)
* Begelman, Jack D., Ph.D.	Hunter College, Bronx, N.Y. (1951)
Begenau, Don, M.A.	Queens College, Flushing, N.Y. (1956)
* Bell, James, Ed.D.	Norfolk State College, Norfolk, Va. (1961)
Bennett, Bruce L., Ph.D.	Ohio State University, Columbus (1948)
Bennett, Norman, B.S.	Ferris Institute, Big Rapids, Mich. (1956)
Benson, David W., M.S.	University of California, Los Angeles (1959)
* Benton, Carl W., Ed.D.	San Diego State College, San Diego, Calif. (1957)
Berrafato, Peter R., B.S.	University of Illinois, Navy Pier, Chicago (1948)
Bibler, Ralph E., M.A.	Oberlin College, Oberlin Ohio (1949)
Bierhaus, Frederick W., Ed.D.	University of Colorado, Boulder (1957)
Billings, Ed S., M.S.	Wayland Baptist College, Plainview, Texas (1958)
* Bischoff, David C., Ph.D.	University of Massachusetts, Amherst (1958)
Blackburn, Robert R., M.A.	Gardner-Webb Jr. College, Boiling Springs, N.C. (1960)
Blesh, T. Erwin, Ph.D.	Yale University, New Haven, Conn. (1951)
Blyth, Carl S., Ph.D.	University of North Carolina, Chapel Hill (1958)
Bookwalter, Karl W., Ed.D.	Indiana University, Bloomington (1937)
Boring, Warren J., Ed.D.	Long Beach State College, Long Beach, Calif. (1953)
Bos, Ronald R., M.A.	Kent State University, Kent, Ohio (1959)
* Bosco, James S., M.S.	University of Massachusetts, Amherst (1961)
Bovard, Alan J., A.B.	Michigan College of Mining & Technology, Houghton (1956)
Boycheff, Kooman, Ph.D.	University of California, Berkeley (1949)
Brace, David K., Ph.D.	University of Texas, Austin (1924)
Brady, George F., Ph.D.	University of Tennessee, Knoxville (1955)
Brightwell, D. Shelby, M.S.	University of Kansas City, Kansas City, Mo. (1959)

Brinley, Eldon D., Ed.D.	Texas College of Arts and Industries, Kingsville (1943)
Brissman, Leroy C., M.Ed.	Augustana College, Rock Island, Ill. (1950)
* Brooker, Joseph K., M.A.	Northside High School, Atlanta, Ga. (1961)
Brown, Howard S., Ph.D.	Southern Methodist University, Dallas, Texas (1949)
* Brownell, Clifford L., Ph.D.	Teachers College, Columbia University, New York, N.Y. (1929)
* Browning, Wallace E., Ed.D.	Kansas State Teachers College, Emporia (1958)
Brumbach, Wayne B., Ph.D.	University of Oregon, Eugene (1953)
Bucher, Charles A., Ed.D.	New York University, New York, N.Y. (1953)
Bugge, Elwyn, B.A.	Stanford University, Stanford, Conn. (1957)
Bullock, James E., M.A.	Williams College, Williamstown, Mass. (1936)
Burke, Roger K., Ph.D.	Occidental College, Los Angeles, Calif. (1958)
Burrus, Harry C., Jr., Ed.D.	Washington University, St. Louis, Mo. (1948)
Butler, Lysle K., Ph.D.	Oberlin College, Oberlin, Ohio (1930)
Butona, Henry A., M.A.	American International College, Springfield, Mass. (1948)

C

Caldwell, Stratton F., M.S.	University of California, Los Angeles (1960)
Cameron, Peter J., M.S.	132 105th St., Saskatoon, Saskatchewan, Canada (1960)
Campbell, William R., Dip.	St. Lukes College, Exeter, England (1959)
Capen, Edward K., Ph.D.	University of Tennessee, Knoxville (1956)
Casady, Donald R., Ph.D.	State University of Iowa, Iowa City (1961)
Chaffee, Clarence C., M.A.	Williams College, Williamstown, Mass. (1938)
* Cherry, H. Spurgeon, M.A.	University of Florida, Gainesville (1951)
Chrouser, Harvey C., M.A.	Wheaton College, Wheaton, Ill. (1953)
* Christensen, Charles, Ed.M.	University of Vermont, Burlington (1961)
* Clark, James R., Ph.D.	State College of Iowa, Cedar Falls (1957)

Clarke, David H., Ph.D.	University of California, Berkeley (1961)
Clarke, H. Harrison, Ed.D.	University of Oregon, Eugene (1931)
Clipson, William F., Ed.D.	Troy State College, Troy, Ala. (1956)
Coder, Alden C., Ed.D.	Montclair State Teachers College, Montclair, N.J. (1958)
Conger, Ray M., M.A.	Pennsylvania State University, University Park (1956)
* Conroy, John J., Ed.D.	Princeton University, Princeton, N.J. (1949)
* Cooper, George F., Jr., M.A.	Emory University, Emory, Ga. (1950)
* Cooper, John M., Ed.D.	University of Southern California, Los Angeles (1954)
Cooper, Samuel M., Ph.D.	Bowling Green State University, Bowling Green, Ohio (1953)
Corbin, H. Dan, Ph.D.	State Teachers College, Lock Haven, Pa. (1948)
* Cordts, Harold J., Ed.D.	State Teachers College, Frostburg, Md. (1958)
(1)Cornwell, Oliver K., Ed.D.	University of North Carolina, Chapel Hill (1931)
Costa, Felix T., M.A.	914 Wynnewood Road, Pelham Manor, N.Y. (1960)
Costello, John J., M.S.	Springfield College, Springfield, Mass. (1961)
Costello, Richard A., M.S.	Gorham State Teachers College, Gorham, Maine (1956)
* Cottrell, Edwin B., Ed.D.	West Chester State College, West Chester, Pa. (1961)
* Cousins, George F., D.P.E.	Indiana University, Bloomington (1955)
* Cowell, Charles C., Ph.D.	Purdue University, Lafayette, Ind. (1947)
Cratty, Bryant J., M.S.	University of California, Los Angeles (1958)
* Creswell, William H., Jr., Ed.D.	AAHPER, 1201-16th St., N.W., Washington, D.C. (1958)
Crocker, Edward A., B.S.	Massachusetts Institute of Technology, Cambridge (1960)
Cureton, Thomas K., Ph.D.	University of Illinois, Champaign (1929)
* Cutler, Russell K., Ph.D.	University of Washington, Seattle (1955)
Cyphers, Vincent A., M.A.	Colorado State College, Greeley (1957)

D

Damron, Clarence F., P.E.D.	University of Wisconsin, Madison (1955)
(1)Daniels, Arthur S., Ed.D.	Indiana University, Bloomington (1941)
Daniels, Norman J., M.A.	Wesleyan University, Middletown, Conn. (1958)
Dauer, Victor P., Ph.D.	State College of Washington, Pullman (1958)
* Daugherty, John B., Ph.D.	Indiana University, Bloomington (1953)
(1)Davis, Elwood C., Ph.D.	University of Southern California, Los Angeles (1931)
* Davis, O. Jennings, Jr., Ed.D.	David Lipscomb College, Nashville, Tenn. (1955)
Delagak, Ali	Kansas State Teachers College, Emporia (1960)
* Dellastatious, Joseph W., M.S.	The Citadel College, Charleston, S.C. (1956)
Dearborn, Terry H., Ed.D.	University of California, Santa Barbara, Goleta (1958)
Derr, Paul H., M.A.	North Carolina State College, Raleigh (1946)
Dickson, Joseph F., Ph.D.	Eastern New Mexico University, Portales, N. Mex. (1956)
Dioguardi, William P., M.S.	Montclair State College, Upper Montclair, N.J. (1958)
Dodson, N. Taylor, D.P.E.	Wake Forest College, Winston-Salem, N.C. (1958)
* Dolat, Bernard W., Ed.D.	Westbury Public Schools, Westbury, N.Y. (1958)
Donnelly, Richard J., Ph.D.	University of Minnesota, Minneapolis (1953)
* Dornbos, Sanford J., M.A.	University of Michigan, Ann Arbor (1961)
Doscher, Nathan, Ph.D.	Brooklyn College, Brooklyn, N.Y. (1956)
* Doubenmier, J.S., M.A.	Colorado State College, Greeley (1949)
Dunbar, Henry F., Jr., Ph.D.	Amherst College, Amherst, Mass. (1949)
Duncan, Raymond O., Ed.D.	University of West Virginia, Morgantown (1953)
Dyck, Paul B., M.A.	Virginia Polytechnic Institute, Blacksburg (1946)

E

Eberhardt, W. C., M.A.	St. Louis University, St. Louis, Mo. (1956)
Egstrom, Glen H., M.S.	University of California, Los Angeles (1958)
Eick, William F., Ed.D.	Oklahoma University, Norman (1960)
Elbel, Edwin R., Ph.D.	University of Kansas, Lawrence (1956)
Emmerich, James C., B.S.	South Dakota State College, Brookings (1957)
Epskamp, Robert, M.A.	Western Michigan University, Kalamazoo, Mich. (1961)
Erdmann, Charles P., M.A.	DePauw University, Greencastle, Ind. (1949)
* Erickson, Carl E., Ed.D.	Kent State University, Kent, Ohio (1954)
Ersing, Walter F., M.A.	Ohio State University, Columbus (1956)
Ertell, Newman H., M.A.	Wayne State University, Detroit, Mich. (1955)
Esslinger, Arthur A., Ph.D.	University of Oregon, Eugene (1947)
Evans, Harold M., B.P.E.	Dartmouth College, Hanover, N.H. (1941)
Evans, Thomas, M.S.	Kansas State College, Manhattan (1951)
* Evaul, Thomas W., M. Ed.	American University, Washington 16, D.C. (1961)
* Eyler, Marvin H., Ph.D.	University of Maryland, College Park (1956)

F

Fait, Hollis, Ph.D.	University of Connecticut, Storrs (1953)
Fall, Charles R., Ed.D.	University of Buffalo, Buffalo, N.Y. (1948)
* Fallon, Thomas W., Ed.D.	Notre Dame University, South Bend, Ind. (1948)
Faria, Irvin E., M.A.	Sacramento State College, Sacramento, Calif. (1959)
Faulkner, John A., M.S.	University of Michigan, Ann Arbor (1957)
Feld, Allen A., M.S.	Queens College, Flushing, N.Y. (1954)
* Fenstemacher, Wm. R., M.A.	George Williams College, Chicago, Ill. (1949)

Fessenden, Douglas A., Ed.D.	San Francisco State College, San Francisco, Calif. (1958)
* Field, David A., Ed.D.	University of Bridgeport, Bridgeport, Conn. (1951)
* Finch, Ronald W., M.A.	Central Michigan College, Mt. Pleasant, Mich. (1947)
Fischer, Julius A., Jr., M.A.	Kent State University, Kent, Ohio (1951)
Flanagan, Lance, Ed.D.	University of California, Berkeley (1956)
Fletcher, Howard, M.S.	Northern Illinois University, DeKalb, Ill. (1960)
Florio, Aurelio E., Ed.D.	University of Illinois, Champaign (1948)
Flory, Clarence M., Ed.D.	Tarleton State College, Stephenville, Texas (1958)
Flowers, Hubert A., M.A.	State Teachers College, Florence, Ala. (1948)
* Fogg, Sherman P., M.Ed.	Pennsylvania State University, University Park (1953)
* Foglia, Guido F., M.A.	Queens College, Flushing, N.Y. (1954)
Fordham, Sheldon L., B.S.	University of Illinois, Navy Pier, Chicago (1948)
Fort, Robert C., M.A.	University of Dayton, Dayton, Ohio (1960)
* Fourier, Arthur E., Ph.D.	University of South Carolina, Columbia (1951)
* Fox, John D., M.S.	Potomac State College, Keyser, W. Va. (1956)
Fraleigh, Warren P., Ph.D.	San Jose State College, San Jose, Calif. (1955)
* Fraley, Lester M., Ph.D.	University of Maryland, College Park (1950)
Frazier, Garland, M.Ed.	Wabash College, Crawfordsville, Ind. (1956)
Fredricks, John W., Ed.D.	University of Southern California, Los Angeles (1934)
Friedman, Benny, B.A.	Brandeis University, Waltham, Mass. (1956)
Friedrich, John A., Ph.D.	Michigan State University, E. Lansing (1956)
* Frost, Reuben B., Ph.D.	Springfield College, Springfield, Mass. (1957)
* Furman, David C., Ed.D.	University of Puerto Rico, Rio Piedras, Puerto Rico (1948)

G

* Gadra, Daniel H., Ed.B.	The Defiance College, Defiance, Ohio (1960)

Gallagher, Herbert W., B.S.	Northeastern University, Boston, Mass. (1953)
Galligan, Glen E., Ed.D.	Washington State College, Pullman (1947)
Gallon, Arthur J., Ed.D.	University of California, Santa Barbara, Goleta (1956)
* Ganslen, Richard V., Ph.D.	University of Arkansas, Fayetteville (1958)
Gardner, Gerald W., M.S.	University of California, Los Angeles (1958)
Gardner, Robert N., M.Ed.	Lincoln University, Lincoln, Pa. (1948)
* Gary, Mitchell J., M.A.	Western Michigan College, Kalamazoo, Mich. (1946)
* Gedvilas, L. Leonard, M.S.	University of Illinois, Navy Pier, Chicago (1948)
Geier, Jacob G., M.A.	University of Nebraska, Lincoln (1953)
* Geiser, Daniel S., Ed.D.	Bridgewater College, Bridgewater, Va. (1959)
Genasci, James E., Ed.D.	Colorado State College, Greeley (1959)
Gillis, Robert J., M.A.	Adrian College, Adrian, Mich. (1959)
Gingerrich, Roman L., M.A.	Goshen College, Goshen, Ind. (1950)
Ginn, Ralph A., M.A.	South Dakota State College, Brookings (1957)
* Glascott, John A., M.S.	University of Pennsylvania, Philadelphia, Pa. (1953)
Glass, Walter R., M.A.	George Pepperdine College, Los Angeles, Calif. (1960)
Good, Harry C., M.S.	University of Nebraska, Lincoln (1956)
Gordin, Richard D., M.A.	Ohio Wesleyan University, Delaware, Ohio (1954)
Gordon, James A., M.A.	Miami University, Oxford, Ohio (1951)
* Governali, Paul, Ed.D.	San Diego State College, San Diego, Calif. (1955)
* Grambeau, Rodney J., Ed.D.	University of Michigan, Ann Arbor (1953)
Granger, Rocheleau Z., M.A.	Clark University, Worcester, Mass. (1956)
Grawunder, Ralph M., Ed.D.	San Diego State College, San Diego, Calif. (1958)
* Grice, John W., M.A.	Oberlin College, Oberlin, Ohio (1955)
Griffiths, M.G., M.A.	University of Toronto, Toronto, Canada (1953)
Gross, Elmer A., Ed.D.	Pennsylvania State University, University Park, Pa. (1950)

Grover, George H. Ed.D.	State Education Dept., Albany, N.Y. (1954)
* Groves, William H., Ph.D.	Eastern Illinois University, Charleston, Ill. (1953)
Gustuson, Donald I., Ed.D.	University of Hawaii, Honolulu (1949)

H

Haase, David L., M.A.	Hartwick College, Oneonta, N.Y. (1958)
Hackensmith, Charles W., Ph.D.	University of Kentucky, Lexington (1938)
Handy, Donald T., Ed.D.	University of California, Los Angeles (1958)
* Haniford, George W., Jr., MPE	Purdue University, Lafayette, Ind. (1955)
Hansell, George A., Ph.B.	Pennsylvania Military College, Chester, Pa. (1956)
* Hanson, Ray, M.Ed.	Western Illinois University, Macomb, Ill. (1958)
Harder, Theodore, Ed.D.	University of California, Santa Barbara, Goleta (1949)
Hardy Richard J., M.A.	Kansas State TeachersCollege, Emporia (1958)
Harkness, William W., M.A.	San Francisco State College, San Francisco, Calif. (1949)
Harmon, John M., Ed.D.	R.F.D. #1, Ottawa, Kansas (1933)
Harrison, Aix B., Ph.D.	Oklahoma State University, Stillwater (1953)
* Hart, Charles J., Ed.D.	Brigham Young University, Provo, Utah (1942)
Hartman, Paul E., M.A.	Ohio State University, Columbus (1960)
Hartvigsen, Milton F., Ed.D.	Brigham Young University, Provo, Utah (1957)
Harvey, Robert R., M.A.	DePauw University, Greencastle, Ind. (1954)
* Haslinger, Lee W., M.Ed.	509 W. 121st St., New York, N.Y. (1960)
* Hausser, Paul C., M.A.	Newark College of Engineering, Newark, N.J. (1956)
* Havel, Richard C., Ed.D.	Springfield College, Springfield, Mass. (1951)
Hayes, Donald, B.P.E.	Ontario Agricultural College, Guelph, Ontario, Canada(1961)
* Hefferman, John M., M.Ed.	Brown University, Providence, R.I. (1953)
* Heidloff, Raymond C., M.P.E.	University of Virginia, Charlottesville (1934)
* Heldman, John, Jr., D.P.E.	University of Louisville, Louisville, Ky. (1948)

* Helms, William G., M.S.	University of Michigan, Ann Arbor (1958)
Hendricks, Troy, Ed.D.	University of Arkansas, Fayetteville (1949)
Hendrix, John W., Ed.D.	Ohio State University, Columbus (1954)
Henry, Donald W., M.A.	University of Kansas, Lawrence (1954)
Herman, George W., Ph.D.	Doane College, Creet, Neb. (1960)
Hermance, Gilbert L., M.A.	Rice University, Houston, Texas (1931)
* Herrold, Zadi C., P.Ed.	Morehead State College, Morehead, Ky. (1956)
Herrscher, Barton R., M.Ed.	Southern Methodist University, Dallas, Texas (1958)
Hess, Lewis A., Ed.D.	Ohio State University, Columbus (1950)
Hester, Ralph G., Ed.D.	Austin College, Sherman, Texas (1956)
Heusner, Wm. W., Jr., Ph.D.	University of Minnesota, Minneapolis (1955)
Hewitt, Jack E., Ed.D.	University of California, Riverside (1953)
Higginbotham, Ed., M.A.	University of Nebraska, Lincoln (1953)
Hill, Eugene L., Ed.D.	Illinois State Normal University, Normal (1950)
* Hixson, Chalmer G., Ed.D.	Ohio State University, Columbus (1952)
Hodapp, John B., P.E.D.	Eastern Illinois University, Charleston, Ill. (1959)
Hollingsworth, Cecil, Ed.D.	University of California, Los Angeles (1948)
(1)Holter, Fredrick J., Ph.D.	University of West Virginia, Morgantown (1932)
Hoover, William R., M.A.	Kent State University, Kent, Ohio (1947)
* Hopson, Raymond W., Ph.D.	Savannah State College, Savannah, Ga. (1952)
Hovland, Alvin J., M.S.	University of Wisconsin, Madison (1960)
*(2)Howard, Glenn W., Ph.D.	Queens College, Flushing, N.Y. (1931)
* Hoy, Joseph T., M.A.	Western Michigan University, Kalamazoo, Mich. (1958)
Hubbard, Alfred W., Ph.D.	University of Illinois, Urbana (1953)
Huffman, Warren J., Ed.D.	University of Illinois, Urbana (1960)
* Humphrey, James H., Ed.D.	University of Maryland, College Park (1952)
Hunsaker, H. B., M.S.	Utah State College, Logan (1949)

Hunsicker, Paul A., Ph.D.	University of Michigan, Ann Arbor (1953)
* Husman, Burris F., Ed.D.	University of Maryland, College Park (1947)
Hutchinson, John L., Ed.D.	Teachers College, Columbia University, New York, N.Y. (1947)

I

* Ilowit, Roy, Ed.D.	C. W. Post College, Brookville, Long Island, N.Y. (1956)
* Insleay, A. Douglas, B.P.E.	Sir George Williams University, Montreal, Canada (1959)
Irace, Sebastion C., Ed.D.	Hunter College, Bronx, N. Y. (1955)
Isaac, Elkin R., M.A.	Albion College, Albion, Mich. (1959)
Ismarl, A. H., Ed.D.	Purdue University, Lafayette, Ind. (1960)

J

Jack, Harold K., Ph.D.	Temple University, Philadelphia, Pa. (1958)
Jackson, Chester O., Ed.D.	University of Illinois, Champaign (1948)
* Jackson, Edward L., Ed.D.	Tuskegee Institute, Tuskegee, Ala. (1957)
*(2)Jamerson, Richard E., Ed.D.	University of North Carolina, Chapel Hill (1935)
Jennett, Clair W., Ph.D.	Ball State Teachers College, Muncie, Ind. (1960)
Johnson, Elmer L., Ed.D.	Whittier College, Whittier, Calif. (1953)
* Johnson, Ralph H., Ed.D.	University of Alabama, University (1948)
* Jokl, Ernst, M.D.	University of Kentucky, Lexington (1956)
Jones, Frank B., Ed.D.	Sacramento State College, Sacramento, Calif. (1957)
Jones, John O., M.S.	University of Illinois, Champaign (1947)
(1)Jones, Lloyd M., Ph.D.	State University of New York, Buffalo, N.Y. (1930)

K

Kaplan, Robert, M.A.	Ohio State University, Columbus (1960)

Karsner, Milo G., Ph.D.	University of Kentucky, Lexington (1956)
Kasch, Fred W., Ed.D.	San Diego State College, San Diego, Calif. (1951)
Keefe, Robert J., Ed.D.	Bowling Green State University, Bowling Green, Ohio (1952)
* Keen, Paul V., M.S.	University of Oklahoma, Norman (1950)
Keller, J. Oliver, M.A.	University of Missouri, Columbia (1949)
Kennedy, F. William, Ed.D.	University of Manitoba, Winnepeg, Canada (1951)
* Kenney, Harold E., Ed.D.	University of Illinois, Urbana (1950)
Kenyon, Gerald S., M.S.	New York University, New York, N.Y. (1958)
Keogh, Jack F., Ed.D.	University of California, Los Angeles (1957)
* Kerr, William R., M.Ed.	Kansas State Teachers College, Emporia (1958)
Kevin, James J., M.A.	Oklahoma State University, Stillwater (1941)
Kinsey, Dan C., Ph.D.	Earlham College, Richmond, Ind. (1949)
Kireilis, Ramon W., D.P.E.	Texas Tech, Lubbock, Texas (1953)
* Kistler, Joy W., Ph.D.	Louisiana State University, Baton Rouge (1945)
Klima, Richard A., M.S.	Pennsylvania State University, University Park (1958)
Knapp, Clyde G., Ph.D.	University of Illinois, Champaign (1953)
Knox, Walter S., Ph.D.	University of Pacific, Stockton, Calif. (1959)
Kobes, Frank J., Jr., M.A.	U. S. Military Academy, West Point, N.Y. (1958)
* Korsgaard, Robert, Ed.D.	Ball State Teachers College, Muncie, Ind. (1953)
Koski, W. Arthur, Ed.D.	Oregon State University, Corvallis (1953)
* Kovacic, Charles R., Ed.D.	University of California, Davis (1948)
Koval, Mike, M.A.	Hiram College, Hiram, Ohio (1956)
Kozar, Andrew J., M.A.	University of Michigan, Ann Arbor (1960)
Krakower, Hyman, Ph.D.	City College of New York, New York, N.Y. (1932)
* Kreidler, Robert D., M.A.	University of Chicago, Chicago, Ill. (1958)
Kretchmar, Robert T., Ed.D.	Oberlin College, Oberlin, Ohio (1947)

Kristufek, Charles J., M.S.	University of Illinois, Navy Pier, Chicago (1951)
Kroll, Walter, Ed.D.	Kansas State College, Hays (1959)
* Krupa, Joseph H., Ed.D.	George Washington University, Washington, D. C. (1955)
Kulbitskim, John A., M.Ed.	University of Minnesota, Minneapolis (1961)
Kumpf. Henry W., M.A.	Rensselear Polytechnic Institute, Troy, N.Y. (1958)

L

LaGrand, Louis E., M.A.	70 Morningside Dr., Apt. 24, New York 27, N.Y. (1959)
Landis, Paul E., M.A.	Ohio High School Athletic Assn. Columbus (1942)
Landiss, Carl W., Ed.D.	Texas A & M College, College Station (1948)
Langdon, Donald E., M.P.E.	University of Nebraska, Lincoln (1960)
Langston, Dewey F., D.P.E.	Eastern New Mexico University, Portales, N. Mex. (1956)
Langton, Clair V.N., Ed.D.	Oregon State College, Corvallis (1939)
Lantagne, Joseph E., Ed.D.	Santa Barbara College, Santa Barbara, Calif. (1957)
Larson, Leonard A., Ph.D.	University of Wisconsin, Madison (1943)
Lasch, Henry A., Ph.D.	University of North Dakota, Grand Forks (1949)
Lavik, Rudolph H., M.A.	Arizona State University, Tempe (1951)
* Lawrence, Karl J., M.A.	Colgate University, Hamilton, N. Y. (1953)
* Lawther, John D., M.A.	Pennsylvania State University, University Park (1951)
Leach, Glenn C., M.A.	Rider College, Trenton, N. J. (1959)
* LeBar, John A., M.S.	Rice University, Houston, Texas (1961)
LeFevre, John R., Ed.D.	Southern Illinois University, Carbondale, Ill. (1956)
* Leibee, Howard C., M.S.	University of Michigan, Ann Arbor (1949)
* Leighton, Arthur H., B.A.	University of Toledo, Toledo, Ohio (1961)
Lightfoot, Frank K., M.A.	Alabama College, Montevallo (1961)
Lindeburg, Franklin A., Ed.D.	University of California, Riverside (1957)
Livingston, Robert C., Ed.D.	Oregon College of Education, Monmouth (1957)

Loebs, Gilbert F., M.A.	Colby College, Waterville, Maine (1934)
Logan, Gene A., Ph.D.	University of Southern California, Los Angeles (1958)
Long, James W., Ph.D.	University of Toledo, Toledo, Ohio (1947)
Lord, Norman F., M.S.	Washington and Lee University, Lexington, Va. (1949)
Loveless, James C., D.P.E.	DePauw University, Greencastle, Ind. (1951)
* Ludwig, Laurence T., M.Ed.	University of Virginia, Charlottesville, Va. (1929)
* Lumley, Albert E., M.A.	Amherst College, Amherst, Mass. (1947)
Lux, Lloyd H., Ed.D.	Bates College, Lewiston, Maine (1947)

M

McAdam, Robert E., Ph.D.	Northern Illinois University, DeKalb, Ill. (1956)
McCall, Robert A., Ph.D.	Ball State Teachers College, Muncie, Ind. (1953)
McCraw, Lynn W., Ed.D.	University of Texas, Austin (1953)
* McCristal, King J., Ed.D.	Michigan State University, E. Lansing (1948)
McCullough, E. Don, Ph.D.	Kansas State Teachers College, Emporia (1956)
* McCurdy, Hugh G., M.A.	Wesleyan University, Middletown, Conn. (1925)
McCutcheon, John E., B.A.	University of Toronto, Toronto, Canada (1949)
(1)McDonough, Thomas E., M.A.	Emory University, Emory University, Ga. (1937)
McEvoy, Leo T., M.A.	201 W. 118 St., Apt 24, New York 27, N.Y. (1956)
McGlothlin, William C., B.S.	Joint Secretariat, Office of JCS, Pentagon, Washington, D. C. (1955)
McMurray, J. Gordon, Ph.D.	University of Mississippi, University (1947)
* McNeely, Simon A., M.S.	U. S. Office of Education, Washington 25, D. C. (1961)
* Mackenzie, Marlin M., Ed.D.	Teachers College, Columbia University, New York 27, N.Y. (1951)
Mackey, Richard T., Ed.D.	Miami University, Oxford, Ohio (1949)
Macloltz, James D., M.A.	Anderson College, Anderson, Ind. (1956)

Madden, John E., Ed.D.	Brooklyn College, Brooklyn, N.Y. (1948)
* Malan, Edward W., Ed.D.	Pomona College, Claremont, Calif. (1958)
Mangual, Rafael A., M.S.	College of Agriculture and Mechanical Arts, Mayaguez, Puerto Rico (1951)
Mansfield, Arthur W., M.A.	University of Wisconsin, Madison (1953)
Marti, Leonard R., M.Ed.	University of North Dakota, Grand Forks (1947)
Martin, Glenn A., M.A.	Southern Illinois University, Carbondale (1955)
Martin, J. Frederick, M.A.	Wesleyan University, Middletown, Conn. (1924)
* Martinez, Raymond H., Ph.D.	East Carolina College, Greenville, N. C. (1960)
Masley, John W., Ed.D.	Eastern Illinois University, Charleston (1947)
* Mason, James G., Ed.D.	Ohio University, Athens (1948)
* Massey, Benjamin H., Ph.D.	University of Maryland, College Park (1950)
Massey, Wayne W., Ph.D.	University of California, Los Angeles (1954)
* Mastropaolo, Joseph, Ph.D.	Western State College, Gunnison, Colo. (1954)
* Matthews, David O., Ed.D.	Bowling Green State University, Bowling Green, Ohio (1949)
Maurer, Howard E., Ph.D.	Wittenberg College, Springfield, Ohio (1956)
* Mazzone, Joseph S., M.A.	Sandy Springs High School, Sandy Springs, Ga. (1961)
* Mendelsohn, Ellis J., M.A.	University of Louisville, Louisville, Ky. (1956)
Merrick, Roswell D., Ed.D.	AAHPER - 1201 16th St., N.W., Washington, D. C. (1953)
Messersmith, Lloyd L., Ed.D.	Southern Methodist University, Dallas, Texas (1932)
Meyer, Carlos B., M.Ed.	Emory at Oxford, Oxford, Ga. (1959)
Meyers, Carlton R., Ed.D.	University of Buffalo, Buffalo, N.Y. (1948)
Michael, Ernest D., Ph.D.	University of California, Santa Barbara, Goleta (1957)
Mileham, M. Charles, M.A.	University of Cincinnati, Cincinnati, Ohio (1938)
Miller, Ben W., Ph.D.	University of California, Los Angeles (1943)
Miller, Charles E., M.A.	University of Nebraska, Lincoln (1949)
Miller, Henry G., M.A.	University of Southern California, Los Angeles (1954)

* Miller, Kenneth D., Ph.D.	Florida State University, Tallahassee (1949)
* Minnegan, Donald I., Ed.D.	Towson State College, Towson, Md. (1950)
Misar, Frank J., M.A.	Stevens Institute of Technology, Hoboken, N. J. (1948)
* Moffett, Donovan C., Ph.D.	Cortland State Teachers College, Cortland, N.Y. (1930)
Moll, Conrad S., M.S.	New Mexico State University, University Park (1958)
Montebello, Robert A., Ed.D.	Bemidji State College, Bemidji, Minn. (1958)
Montgomery, Jack, Ed.D.	Long Beach State College, Long Beach, Calif. (1957)
* Moore, Asbury C., Ph.D.	University of Illinois, Urbana (1961)
* Moore, George C., Ph.D.	University of Arkansas, Fayetteville (1954)
Moore, Kenneth M., M.S.	University of California, Los Angeles (1958)
Moore, Roy B., Ph.D.	Mankato State Teachers College, Mankato, Minn. (1956)
* Moore, Victor M., M.A.	Kent State University, Kent, Ohio (1949)
* Morgan, Cecil W., Ph.D.	Ithaca College, Ithaca, N. Y. (1940)
Morland, Richard B., Ph.D.	Stetson University, DeLand, Fla. (1955)
* Mott, Robert A., Ed.D.	California State Polytechnic College, San Luis Obispo (1957)
* Mueller, Clarence E., M.A.	University of Minnesota, Minneapolis (1953)
Mumford, Arnett W., M.S.	Southern University, Baton Rouge La. (1959)

N

* Napolitano, Dominick J., M.A.	Notre Dame University, South Bend, Ind. (1948)
* Neilson, Herman N., Ed.D.	Hampton Institute, Hampton, Va. (1953)
Nelson, Dale O., Ph.D.	Utah State University, Logan, Utah (1957)
Nelson, Richard L., M.A.	Miami University, Oxford, Ohio (1959)
Nesom, Guy W., Ed.D.	Northwestern State College, Natchitoches, La. (1947)
Nessley, Carl T., M.Ed.	Ohio University, Athens (1950)
Nettleton, John D., M.A.	Ohio Northern University, Ada (1959)

Newberg, Sam, D.P.E.	Indiana University, Bloomington (1959)
Niemeyer, Roy K., Ph.D.	Michigan State University, East Lansing (1958)
* Nixon, John E., Ed.D.	Stanford University, Stanford, Calif. (1949)
Nofflet, Duane W., B.A.	Southern Union College, Wadley, Ala. (1960)
* Nolan, Robert L., B.S.	University of Illinois, Chicago (1961)
*(1)Nordly, Carl L., Ph.D.	University of California, Berkeley (1935)
Nowak, Thaddeus S., D.P.E.	St. Benedict's College, Atchinson, Kan. (1956)

O

O'Beck, Victor F., M.A.	New York University, New York, N.Y. (1947)
(1)Oberteuffer, Delbert, Ph.D.	Ohio State University, Columbus (1935)
O'Connell, Eugene R., M.S.	University of California, Los Angeles (1959)
Odenkirk, James E., Ed.D.	University of Dubuque, Dubuque, Iowa (1958)
* Oermann, Karl C.H., Ph.D.	University of Pittsburgh, Pittsburgh, Pa. (1946)
Olds, Lloyd W., Ph.D.	Eastern Michigan College, Ypsilanti (1931)
Oleson, Frederik A., Ph.D.	Brooklyn College, Brooklyn, N.Y. (1936)
Olsen, Albert W., M.A.	San Diego State College, San Diego, Calif. (1958)
* Olsen, Lyle I., M.A.	Queens College, Flushing, N.Y. (1961)
Olson, Gareth R., Ph.D.	Macalester College, St. Paul, Minn (1959)
Oosting, Ray, M.Ed.	Trinity College, Hartford, Conn. (1927)
Orloske, Arthus J.	Ohio State University, Columbus (1961)
Osborne, Robert F., M.Ed.	University of British Columbia, Vancouver, B. C., Canada (1948)
Osell, Clarence R., M.A.	University of Minnesota, Minneapolis (1947)
Ostrander, Maurice E., M.Ed.	University of Minnesota, Minneapolis (1947)
Overall, Preston V., M.S.	Tennessee Polytechnic Institute, Cookeville (1947)
* Owens, Laurence E., D.P.E.	U. S. Air Force Academy, Colo. (1960)

Oxendine, Joseph B., Ed.D.	Temple University, Philadelphia, Pa. (1960)

P

* Palmer, Chester L., Ed.D.	Alabama College, Montevallo (1953)
Palmer, Lawrence R., M.Ed.	Tufts University, Medford, Mass. (1948)
Palmer, Leslie L., M.Ed.	Texas A & M College, College Station (1960)
Palmieri, Joseph, D.P.E.	DePaul University, Chicago, Ill. (1958)
* Pangle, Roy V., Ed.D.	George Peabody College, Nashville, Tenn. (1956)
Pape, Laurence A., Ed.D.	Fresno State College, Fresno, Calif (1949)
Parham, Donald A., Ed.D.	Southeastern State College, Durant, Okla. (1959)
Parry, Nicholas A., D.L.C.	Chester Training College, Chester, England (1959)
* Partin, William C., M.Ed.	Emory University, Atlanta 22, Ga. (1956)
Patterson, Norris A., Ed.D.	William Jewell College, Liberty, Mo. (1956)
Patty, Elbert K., Ph.D.	Middle Tennessee State College, Murfreesboro (1947)
Pearson, Donald C., M.S.	Evangel College, Springfield, Mo. (1960)
Pease, Joseph M., Ed.D.	Chico State College, Chico, Calif. (1953)
Peck, Robert R., Ed.D.	Bates College, Lewiston, Maine (1957)
* Pendleton, Clarence, Jr., B.S.	Howard University, Washington, D. C. (1961)
Petersen, Alexander, Jr.,Ed.D.	Southern Oregon College, Ashland (1956)
* Peterson, Carl A., Ph.D.	University of Pittsburgh, Pittsburgh, Pa. (1960)
* Peterson, Herbert D., D.P.E.	Northwest Missouri State College, Maryville (1953)
Phillips, Everett E., Jr., Ph.D.	University of Toledo, Toledo, Ohio (1959)
Philpott, Frank E., M.A.	University of Florida, Gainesville (1955)
Picard, J. L., M.S.	University of Arizona, Tucson (1958)
Picariello, Saverio P., M.A.	Long Island University, Brooklyn, N.Y. (1955)
Piper, Ralph A., Ed.D.	University of Minnesota, Minneapolis (1938)

Piscopo, John, Ed.D.	Northwestern State College, Natchitoches, La. (1961)
* Pitchford, Keith, M.S.	Florida State University, Tallahassee (1960)
Plagenhoef, Stanley, M.S.	Wesleyan University, Middletown, Conn. (1960)
Pohndorf, R.H., Ph.D.	University of Illinois, Urbana (1955)
Polansky, David L., M.A.	City College of New York, New York, N.Y. (1953)
Post, Archibald T., M.Ed.	University of Vermont, Burlington (1936)
Price, Hartley D., Ph.D.	Florida State University, Tallahassee (1947)

Q

Quaday, John L., Ed.D.	University of North Dakota, Grand Forks (1960)

R

Rangazas, Ernest P., D.P.E.	State University of New York, Plattsburg (1957)
Rarick, G. Lawrence, Ph.D.	University of Wisconsin, Madison (1951)
* Ray, Harold L., Ph.D.	Western Michigan University, Kalamazoo (1957)
Record, Joe N., Ed.D.	Phillips University, Enid, Okla. (1955)
Reed, Dwight T., M.A.	Lincoln University, Jefferson City, Mo. (1958)
* Reed, James J., M.A.	Princeton University, Princeton, N.J. (1950)
* Reeder, Glen P., Ph.D.	East Carolina College, Greenville, N.C. (1960)
Rees, Floyd D., Ph.D.	Central Missouri State College, Warrensburg (1960)
* Reese, Robert W., M.S.	West Chester State College, West Chester, Pa. (1961)
* Reid, James P., M.A.	University of Kansas City, Kansas City, Mo. (1959)
* Resick, Matthew C., Ph.D.	Kent State University, Kent, Ohio (1948)
Rhoda, William P., M.A.	University of Oregon, Eugene (1950)
* Richardson, Deane E., Ed.D.	Denver University, Denver, Colo. (1953)
Rickert, Lewis J., Ed.D.	University of Minnesota, Duluth (1957)

Rith, Donald G., Jr., A.B.	State Teachers College, Fort Kent, Maine (1961)
Rivero, Manuel, M.A.	Lincoln University, Lincoln University, Pa. (1948)
Robinson, Glenn E., M.A.	South Dakota State College, Brookings (1959)
* Roby, Fred B., Jr., Ph.D.	University of Arizona, Tucson (1960)
Rockafeller, Harry J., B.S.	Rutgers University, New Brunswick, N.J. (1932)
* Rogers, Martin H., Ed.D.	State University of New York, Brockport (1945)
Rolloff, Bruce D., M.Ed.	Lenoir Rhyne College, Hickory, N.C. (1957)
Romney, Golden, Ph.D.	State College of Washington, Pullman (1958)
Rostas, Steven M., M.Ed.	Amherst College, Amherst, Mass. (1947)
Rowen, Victor, Ed.D.	San Francisco State College, San Francisco, Calif. (1953)
Royce, Joseph, Ph.D.	University of California, Berkeley (1956)
Ruff, Wesley K., Ed.D.	Stanford University, Stanford, Calif. (1958)
* Russo, Thomas F., B.S.	University of Illinois, Chicago (1961)
* Ryan, Howard R., B.P.E.	McGill University, Montreal, Canada (1950)

S

Saake, Alvin C., Ph.D.	University of Hawaii, Honolulu (1955)
Sabasteanski, Frank F., M.Ed.	Bowdoin College, Brunswick, Maine (1953)
* Sambolin, Luis F., M.S.	Inter-American University, San German, Puerto Rico (1953)
Sample, Glenn, B.S.	University of Cincinnati, Cincinnati, Ohio (1960)
* Sampson, Harry W., B.S.	Dartmouth College, Hanover, N.H. (1961)
Sanfiorenzo, N. Rene, B.A.	University of Puerto Rico, Rio Piedras, Puerto Rico (1957)
* Scannell, John A., Ed.D.	University of Notre Dame, South Bend, Ind. (1938)
* Schnitzer, William J., Ed.D.	University of Cincinnati, Cincinnati, Ohio (1954)
Schramm, Al, M.A.	Loras College, Dubuque, Iowa (1949)
Schutte, William H., M.S.	San Diego State College, San Diego, Calif. (1959)

Schwarberg, William D., Ed.D.	University of Cincinnati, Cincinnati, Ohio (1956)
Scott, Elmer B., Jr., D.P.E.	Memphis State College, Memphis, Tenn. (1956)
Scott, Frank L., Ph.D.	San Diego State College, San Diego, Calif. (1958)
Scott, Tom, Ed.D.	Davidson College, Davidson, N.C. (1954)
* Seaton, Don C., Ed.D.	University of Kentucky, Lexington (1948)
See, David A., M.Ed.	State University of New York, Oswego (1949)
* Segrest, Herman B., M.Ed.	Texas A & M College, College Station (1952)
Seidler, Burton M., M.S.	University of Southern California, Los Angeles (1959)
* Selin, Carl W., Ph.D.	U.S. Coast Guard Academy, New London, Conn. (1957)
Settle, Caskey, Ed.D.	New Mexico Highlands University, Las Vegas (1934)
Seymour, Emery W., D.P.E.	Springfield College, Springfield, Mass. (1949)
Sharman, James E., M.A.	Howard College, Birmingham, Ala. (1955)
*(1)Shaw, John H., Ed.D.	Syracuse University, Syracuse, N.Y. (1940)
* Shay, Clayton T., D.P.E.	Springfield College, Springfield, Mass. (1949)
* Shea, Edward J., Ph.D.	Southern Illinois University, Carbondale (1947)
* Sheets, Norman L., Ed.D.	Davis and Elkins College, Elkins, W.Va. (1956)
Shelton, Robert E., M.S.	University of Illinois, Urbana (1960)
Shenk, Henry A., M.S.	University of Kansas, Lawrence (1947)
Shepard, George E., Ed.D.	University of North Carolina, Chapel Hill (1938)
Shondell, Donald S., M.A.	Ball State Teachers College, Muncie, Ind. (1960)
Shuck, Gilbert R., D.P.E.	1201 N. John St., Frankfort, Ind. (1960)
Shults, Fred, M.A.	Indiana University, Bloomington (1958)
Sich, John S., M.A.	Manhattan College, New York, N.Y. (1953)
Siewert, Floyd T., M.A.	West Carolina College, Cullowhee, N.C. (1950)
Siegerseth, Peter O., Ed.D.	University of Oregon, Eugene (1948)
* Sills, Frank D., Ph.D.	State College, East Stroudsburg, Pa. (1953)

Simon, John M., M.A.	Newark College of Engineering, Newark, N.J. (1956)
* Skehan, John B., M.S.	St. Bonaventure University, St. Bonaventure, N.Y. (1960)
Skill, Donald W., M.S.	Long Beach City College, Long Beach, Calif. (1960)
* Slaughter, Edward R., B.S.	University of Virginia, Charlottesville (1956)
*(1)Smith, Ernest B., Ed.D.	University of Georgia, Athens (1947)
Smith, John A., M.A.	Hofstra College, Hempstead, Long Island, N.Y. (1952)
Smith, Julian L., M.A.	Oberlin College, Oberlin, Ohio (1959)
Smith, Julian W., Ed.D.	Michigan State University, East Lansing (1956)
Smith, W. Donald, Ed.D.	University of Alberta, Edmonton, Alberta, Canada (1948)
Smithells, Philip A., M.A.	University of Otago, Dunedin, New Zealand (1956)
* Snowberger, Campbell, Ph.D.	State College, Slippery Rock, Pa. (1958)
*(1)Snyder, Raymond A., Ed.D.	University of California, Los Angeles (1946)
Sorge, Robert W., Ed.D.	Southern State Teachers College, Springfield, S. Dak. (1961)
Sparks, Lestle J., M.A.	Williamette University, Salem, Oregon (1950)
Sparks, Raymond E., M.A.	Springfield College, Springfield, Mass. (1949)
Spitz, George B., Jr., Ed.D.	Queens College, Flushing, N.Y. (1947)
* Sprague, Vernon, Ph.D.	University of Oregon, Eugene (1952)
* Spurgeon, John H., Ph.D.	Ithaca College, Ithaca, N.Y. (1960)
Stafford, George T., Ed.D.	University of Illinois, Champaign (1939)
Stagg, Amos A., Jr., M.A.	Susquehanna University, Selinsgrove, Pa. (1941)
Stagg, Paul, Ph.D.	Pacific University, Forest Grove, Oregon (1958)
*(1)Staley, Seward C., Ph.D.	University of Illinois, Urbana (1926)
Standifer, James W., Ed.D.	Texas Christian University, Fort Worth (1953)
Stankowski, Anton J., M.A.	University of Missouri, Columbia (1941)
* Steen, Barney, Ed.D.	Calvin College, Grand Rapids, Mich. (1953)
Steinhaus, Arthur H., Ph.D.	George Williams College, Chicago, Ill. (1930)

Stelzer, Wilbert W., M.A.	Concordia Senior College, Ft. Wayne, Ind. (1960)
Stetson, Willis J., M.A.	Swarthmore College, Swarthmore, Pa. (1951)
Stewart, William K., B.S.	Palmetto High School, Palmetto, Fla. (1959)
* Stish, Eugene E., Ph.D.	University of Minnesota, Minneapolis (1957)
Stokes, William M., M.A.	Middle Tennessee State College, Murfreesboro (1960)
Strehle, Robert L., M.A.	Pomona College, Claremont, Calif. (1958)
* Struck, Raymond F., D.P.E.	Hanover College, Hanover, Ind. (1949)
Stumpner, Robert L., D.P.E.	Indiana University, Bloomington (1957)
* Sturzebecker, Russell L., Ed.D.	West Chester State Teachers College, West Chester, Pa. (1955)
Svob, Robert S., M.A.	University of Arizona, Tucson (1957)
* Swisher, Ivan W., Ed.D.	Santa Monica City College, Santa Monica, Calif. (1958)

T

* Taddonio, Dominick A., M.Ed.	University of Detroit, Detroit, Mich. (19540
Tamer, Mehmet Zeki, B.A.	University of Cincinnati, Cincinnati, Ohio (1960)
Terry, William L., Ed.D.	San Diego State College, San Diego, Calif. (1948)
Tews, Richard W., Ph.D.	Montclair State College, Upper Montclair, N.J. (1958)
* Theunissen, William B., D.P.E.	Central Michigan University, Mt. Pleasant (1956)
Thomas, Paul, Ph.D.	San Fernando Valley State College, Northridge, Calif. (1955)
* Thompson, Ronald B., Ph.D.	Evanston Public Schools, Evanston, Ill. (1960)
* Thompson, Ronald G., Ed.D.	Arizona State University, Tempe (1954)
Thornton, Raymond H., M.A.	University of California, Santa Barbara, Goleta (1958)
* Tidwell, Billy D., M.S.	Oberlin College, Oberlin, Ohio (1958)
Tishler, Carl E., M.A.	Texas A & M College, College Station (1948)
Torregrosa, Felicio M., M.S.	University of Puerto Rico, Rio Piedras, Puerto Rico (1948)
Townes, Ross E., Ed.D.	North Carolina College, Durham, N.C. (1950)

Trabue, Joe, Jr., M.A.	University of Lousville, Louisville, Ky. (1960)
Tremble, Neal C., M.S.	Central Missouri State College, Warrensburg (1960)
Trepp, Joseph P., M.A.	Ohio University, Athens, Ohio (1956)
* Trevor, Dean S., M.S.E.	Knox College, Calesburg, Ill. (1954)
Troester, Carl A., Jr., Ed.D.	AAHPER - 1201 16th St., N.W., Washington, D. C. (1941)
Truesdale, John C., Ph.D.	Grinnell College, Grinnell, Iowa (1949)
* Turner, Marshall S., M.A.	Johns Hopkins University, Baltimore, Md. (1947)
* Twitchell, Albert W., M.Ed.	Rutgers University, New Brunswick, N.J. (1953)
* Tyrance, Herman J., Ph.D.	Howard University, Washington, D.C. (1948)

V

* VanBibber, George, Ed.D.	University of Connecticut, Storrs (1938)
Vandenburgh, William G., Ed.D.	Alameda County State College, Hayward, Calif. (1952)
* VanderZwaag, Harold J., M.A.	University of Michigan, Ann Arbor (1961)
* VanRyswyki, Ronald, Ed.D.	Frostburg State College, Frostburg, Md. (1961)
VanVliet, M.L., Ed.D.	University of Alberta, Edmonton, Alberta, Canada (1948)
Vaughan, Andrew T., Ed.D.	Southern Illinois University, Carbondale (1956)
Veller, Don, D.P.E.	Florida State University, Tallahassee (1956)
Verducci, Frank M., M.S.	1555 Mercy St., #4, Mountain View, Calif. (1957)
Vitale, Frank N., M.A.	San Diego State College, San Diego, Calif. (1959)
Von Mechow, A. Henry, M.S.	State University, Long Island Center, Oyster Bay, N.Y. (1958)

W

Waglow, Irving F., M.Ed.	University of Florida, Gainesville (1955)
Wakefield, Markham C., Ed.D.	Indiana University, Bloomington (1948)

Walden, Henry E., M.S.	Louisiana College, Pineville (1948)
Walke, Nelson S., Ph.D.	Brooklyn College, Brooklyn, N.Y. (1938)
Walker, Charles L., Ed.D.	San Jose State College, San Jose 14, Calif. (1951)
Walker, Leroy T., M.A.	North Carolina College, Durham (1955)
Wall, William L., M.A.	MacMurray College, Jacksonville, Ill. (1959)
Warner, Albin P., Ph.D.	DePaul University, Chicago, Ill. (1953)
Warner, Bernard E., Ed.D.	Los Angeles State College, Los Angeles, Calif. (1958)
Warren, Ned L., Ed.D.	George Peabody College, Nashville, Tenn. (1956)
Watson, Jack, Ed.D.	North Texas State College, Denton (1957)
Watt, Thomas, Jr., M.A.	Long Island A & T Institute, Farmingdale, N.Y. (1948)
Way, Howard P., M.Ed.	Allegheny College, Meadville, Pa. (1939)
Wear, Carlos L., Ph.D.	University of Nebraska, Lincoln (1953)
* Wear, Robert E., Ph.D.	University of Toledo, Toledo, Ohio (1959)
Weber, Max A., M.A.	Hamilton College, Clinton, N.Y. (1930)
Webster, Randolf W., Ph.D.	Michigan State University, East Lansing (1941)
Welch, F. G., M.S.	Kansas State Teachers College, Emporia (1956)
* Welch, J. Edward, M.Ed.	Emory University, Emory, Ga. (1958)
* Wells, Ward M., P.E.D.	University of Minnesota, Duluth (1948)
* Werner, Alfred C., D.P.E.	U.S. Military Academy, West Point, N.Y. (1948)
Weston, Arthur, Ed.D.	Rice University, Houston, Texas (1952)
Whitelaw, Robert M., M.Ed.	Massachusetts Institute of Technology, Cambridge (1957)
Widdoes, Carrol C., B.A.	Ohio University, Athens (1956)
Wilhelm, Billy H., M.Ed.	Clemson College, Clemson, S.C. (1957)
Wilkinson, James J., D.P.E.	Southern Illinois University, Carbondale (1958)
Williams, Elvin T., M.S.	Springfield Public Schools Springfield, Oregon (1958)
* Williams, James A.,III, M.A.	American University, Washington, D. C. (1958)

Williams, Reuben H., M.A.	College of Education, Cortland, N.Y. (1951)
* Williams, William R., M.Ed.	Emory University, Atlanta, Ga. (1960)
* Willis, Hulon L., M.Ed.	Virginia State College, Petersburg (1957)
* Winters, Arthur R., M.A.	Lafayette College, Easton, Pa. (1926)
* Wireman, Billy O., Ed.D.	Florida Presbyterian College, St. Petersburg (1959)
* Wolbers, Charles P., Ph.D.	State University of New York, New Paltz, N.Y. (1960)
Wolf, J. Grove, Ph.D.	University of Wisconsin, Madison (1950)
Woodbury, Harold M., M.A.	University of Maine, Orono (1959)
* Woods, Harvey D., M.A.	Fairleigh Dickinson University, Rutherford, N.J. (1958)
Wright, Edward J., B.P.E.	University of California, Los Angeles (1958)

Y

Yard, Rix N., Ed.D.	Denison University, Granville, Ohio (1954)
Yessis, Michael, M.A.	University of Southern California, Los Angeles (1959)
Yoder, Jay H., M.A.	Goshen College, Goshen, Ind. (1956)
Yost, Charles P., Ph.D.	University of West Virginia, Morgantown (1956)
Young, Laurence F., M.A.	San Fernando Valley State College, Northridge, Calif. (1957)
Youngworth, Carl I., M.A.	1204 Pine St., Yankton, S.D. (1956)
Yuhasz, Michael S., M.S.	University of Western Ontario, London, Ontario, Canada (1954)

Z

* Zeigler, Earle F., Ph.D.	University of Michigan, Ann Arbor (1950)
Zenti, Rico N., Ed.D.	Wayne State University, Detroit, Mich. (1956)
Ziegenfuss, George, Ed.D.	San Diego State College, San Diego, Calif. (1947)
* Zuaro, Angelo C., M.A.	New York University, New York, N.Y. (1954)
Zweidinger, W. E., M.A.	New Jersey State Teachers College, Newark (1951)

GEOGRAPHICAL
ROLL OF MEMBERS -- 1961
(Corrected to April 1, 1961)

*Honorary member

ALABAMA

Anderson, F. V.
Clipson, W. F.
Flowers, H. A.
Jackson, R. H.
Lightfoot, F. K.
Nofflet, D. W.
Palmer, C. L.
Sharman, J. E.

ARIZONA

Lavik, R. H.
Picard, J. L.
Roby, F. B.
Svob, R. S.
Thomson, R. G.

ARKANSAS

Beck, E. E.
Ganslen, R. V.
Hendricks, T.
Moore, G. E.

CALIFORNIA

*Altman, G. J.
Arce, W. B.
Bachman, J. C.
Benson, D. W.
Benton, C. W.
Boring, W. J.
Boycheff, K.
*Brown, H. E.
Bugge, E.
Caldwell, S. F.
Clarke, D. H.
Cooper, J. M.
Cratty, B. J.
Davis, E. C.
Dearborn, T. H.
Egstrom, G. H.
Faria, I. E.
Fessenden, D. A.
Flanagan, L.
Fraleigh, W. P.
Fredericks, J. W.
Gallon, A. J.
Gardner, G. W.
Glass, W. R.
Governali, P.
Grawunder, R. M.
Handy, D. T.
Harder, T.
Harkness, W. W.
Hewitt, J. E.
Hollingsworth, C.
Johnson, E. L.
Jones, F. B.
Kasch, F. W.
Keogh, J. F.
Knox, W. S.
Kovacic, C. R.
Lantagne, J. E.
Lindeburg, F. A.
*Livingston, W. J.
Logan, G. A.
Malan, E. W.
Massey, W. W.
*Metcalf, T. N.
Michael, E. D.
Miller, B. W.
Miller, H. G.
Montgomery, J. E.
Moore, K. M.
Mott, R. A.
Nixon, J. E.
Nordly, C. L.
O'Connell, E. R.
Olsen, A. W.
Pape, L. A.
Pease, J. M.
Rowen, V.
Royce, J.
Ruff, W. K.
Schutte, W. H.
Scott, F. L.
*Scott, H. A.
Seidler, B. M.
Skill, D. W.
Snyder, R. A.
*Stagg, A. A.
Strehle, R. L.
Swisher, I. W.
Terry, W. L.
Thomas, P.
*Toomey, I. F.
Thornton, R. H.
Vandenburgh, W. G.
Verducci, F. M.
Vitale, F. N.
Walker, C. L.
Warner, B. E.
*Williams, J. F.
Wright, E. J. A.
Yessis, M.
Young, L. F.
Ziegenfuss, G. H.

COLORADO

Bartelma, D. C.
Bierhaus, F. W.
*Clapp, R. G.
Cyphers, V. A.
Doubenmier, J. S.
Genasci, J. E.
Mastropaolo, J.
Owens, L. E.
Richardson, D. E.

CONNECTICUT

Baley, J. A.
Barrow, L. M.
Blesh, T. E.
Daniels, N. J.
Fait, H.

CONNECTICUT (con't)

Field, D. A.
*Kiphuth, R. J. H.
McCurdy, H. G.
Martin, J. F.
Oosting, R.
Plagenhorf, S.
Selin, C. W.
Van Bibber, G.
Welch, J. E.
Williams, W. R.

DISTRICT OF COLUMBIA

Anderson, G.
Anderson, J. M.
Creswell, W. H.
Evaul, T. W.
Krupa, J. H.
McGlothlin, W. C.
McNeely, S. A.
Merrick, R. D.
Pendleton, C. M., Jr.
Troester, C. A.
Tyrance, H. J.
Williams, J. A.

FLORIDA

Cherry, H. S.
Miller, K. D.
Morland, R. B.
Philpott, F. E.
Pitchford, K.
Price, H. D.
Stewart, W. K.
Veller, D.
Waglow, I. F.
Wireman, B. O.

GEORGIA

Brooker, J. K.
Cooper, G. F.
Hopson, R. W.
McDonough, T. E.
Mazzone, J. S.
Meyer, C. B.
Partin, W. C.
Smith, E. B.

HAWAII

Gustuson, D. I.
Saake, A. C.

ILLINOIS

Bank, T. P.
Baptista, R. C.
Beck, R. J.
Berrafato, P. R.
Brissman, L. C.
Chrouser, H. C.
Cureton, T. K.
Fenstemacher, W. R.
Fletcher, H.
Florio, A. E.
Fordham, S. L.
Gedvilas, L. L.
Groves, W. H.
Hanson, R.
Hill, E. L.
Hodapp, J. B.
Hubbard, A. W.
Huffman, W. J.
Jackson, C. O.
Jones, J. O.
Kenney, H. E.
Knapp, C. G.
Kreidler, R. D.
Kristufek, C. J.
LeFevre, J. R.
McAdam, R. E.
Martin, G. A.
Masley, J. W.
Moore, A. C.
Nolan, R. L.
Palmieri, J.
Pohndorf, R. H.
Russo, T. F.
Shea, E. J.
Shelton, R. E.
Stafford, G. T.
Staley, S. C.
Steinhaus, A. H.
Thompson, R. B.
Trevor, D. S.
Vaughan, A. T.
Wall, W. L.
Warner, A. P.
Wilkinson, J. J.

INDIANA

Bauer, E. G.
Bookwalter, K. W.
Cousins, G. F.
Cowell, C. C.
Daniels, A. S.
Daugherty, J. B.
Erdmann, D. P.
Fallon, T.
Frazier, G.
Gingerrich, R. L.
Haniford, G. W.
Harvey, R. R.
Ismarl, A. M.
Jennett, C. W.
Kinsey, D. C.
Korsgaard, R.
Loveless, J. C.
McCall, R. A.
Macholtz, J. D.
Napolitano, D. J.
Newberg, S.
*Patty, W. W.
Scannell, J. A.
Shondell, D. S.
Shuck, G. R.
Shults, F.
Stelzer, W. W.
Struck, R. F.
Stumpner, R. L.
Wakefield, M. C.
Yoder, J. H.

IOWA

Alley, L. E.
Asprey, G. M.
Casady, D. R.
Clark, J. R.
Odenkirk, J. E.
Schramm, A.
Truesdale, J. C.

KANSAS

Browning, W. E.
Delagak, A.
Elbel, E. R.
Evans, T. M.
Hardy, R. J.
Harmon, J. M.
Henry, D. W.
Kerr, W. R.
Kroll, W.
McCullough, E. D.
Nowak, T. S.
Shenk, H. A.
Welch, F. G.

KENTUCKY

Hackensmith, C. W.
Heldman, J.
Herrold, Z. C.
Jokl, E.
Karsner, M. G.
Mendelsohn, E. J.
Seaton, D. C.
Trabue, J.

LOUISIANA

Kistler, J. W.
Mumford, A. W.
Nesom, G. W.
Piscopo, J.
Walden, H. E.

MAINE

Costello, R. A.
Loebs, G. F.
Lux, L. H.
Peck, R. R.
Rith, D. G.
Sabasteanski, F. F.
*Wallace, S. M.
Woodbury, H. M.

MARYLAND

Cordts, H. J.
Eyler, M. H.
Fraley, L. M.
Humphrey, J. H.
Husman, B. F.
Massey, B. H.
Minnegan, D. I.
Turner, M. S.
VanRyswyki, R.

MASSACHUSETTS

Bischoff, D. C.
Bosco, J. S.
Bullock, J. E.
Butona, H. A.
*Carpenter, P. R.
Chaffee, C. C.
Crocker, E. A.
Dunbar, H. F.
Friedman, B.
Frost, R. B.
Gallagher, H. W.
Granger, R. Z.
Havel, R. C.
Lumley, A. E.
*Marsh, A. W.
Palmer, L. R.
Rostas, S. M.
Seymour, E. W.
Shay, C. T.
Sparks, R. E.
*Swain, L. E.
Whitelaw, R. M.

MICHIGAN

Bennett, N.
Bovard, A. J.
Dornbos, S. J.
Epskamp, R.
Ertell, N. H.
Faulkner, J. A.
Finch, R. W.
Friedrich, J. A.
Gary, M. J.
Gillis, R. J.
Grambeau, R. J.
Helms, W. G.
Hoy, J. T.
Hunsicker, P. A.
Isaac, E. R.
Kozar, A. J.
Leibee, H. C.
McCristal, K. J.
*Mitchell, E. D.
Niemeyer, R. K.
Olds, L. W.
Ray, H. L.
Smith, J. W.
*Sprankle, D. R.
Steen, B.
Taddonio, D. A.
Theunissen, W. V.
VanderZwaag, H. J.
Webster, R. W.
*Young, R. H.
Zeigler, E. A.
Zenti, R. N.

MINNESOTA

Anderson, E. W.
Donnelly, R. J.
Heusner, W. W.
*Keller, L. F.
Kulbitski, J. A.
Montebello, R. A.
Moore, R. B.
Mueller, C. E.
Olson, G. R.
Osell, C. R.
Ostrander, M. E.
Piper, R. A.
Rickert, L. J.
Stish, E. E.
Wells, W. M.

MISSISSIPPI

McMurray, J. G.

MISSOURI

Brightwell, D. S.
Burrus, H. C.
Eberhardt, W. C.
Keller, J. O.
Patterson, N. A.
Pearson, D. C.
Peterson, H. D.

MISSOURI (con't)

Reed, D. T.
Rees, F. D.
Reid, J. P.
Stankowski, A. J.
Tremble, N. C.

NEBRASKA

Geir, J. G.
Good, H. G.
Herman, G. W.
Higginbotham, E.
Langdon, D. E.
Miller, C. E.
Wear, C. L.

NEW HAMPSHIRE

Evans, H. M.
*Locke, E. A.
Sampson, H. W.

NEW JERSEY

Codor, A. C.
Conroy, J. J.
Dioguardi, W. P.
Hausser, P. C.
Leach, G. C.
Misar, F. J.
Reed, J. J.
Rockafeller, H. J.
Simon, J. M.
Tewa, R. W.
Twitchell, A. W.
Woods, H. D.
Zweidinger, W. E.

NEW MEXICO

Dickson, J. F.
Langston, D. F.
Moll, S. W.
Settle, C.

NEW YORK

Abraham, H. N.
Adams, L. C.
Alexander, L. A.
Allen, R. L.
Appleton, L. O.
Balquist, J. W.
Begelman, J. D.
Begenau, D.
Brownell, C. L.
Bruce, R. M.
Bucher, C. A.
*Campbell, W,
Costa, F. T.
Dolat, B. W.
Doscher, N.
Fall, C. R.
Feld, A. A.
Foglia, G. F.
Grover, G. H.
Haase, D. L.
*Hansen, C.
Haslinger, L. W.
Howard, G. W.
Hutchinson, J. L.
Ilowit, R.
Irace, S. C.
Jones, L. M.
Kenyon, G. S.
*Kirkpatrick, T. B.
Kobes, F. J., Jr.
Krakower, H.
Kumpf, H. W.
LaGrand, L. E.
Lawrence, K. J.
McEvoy, L. T.
Mackenzie, M. M.
Madden, J. E.
Meyers, C. R.
Moffett, D. C.
Morgan, C. W.
*Nash, J. B.
O'Beck, V. F.
Oleson, F. A.
Olsen, L. I.
Picariello, S. P.
Polansky, D. L.
*Prettyman, A. I.
Rangazas, E. P.
Rogers, M. H.
See, D. A.
Shaw, J. H.
Sich, J. S.
Skehan, J. B.
Smith, J. A.
Spitz, G. B., Jr.
Spurgeon, J. H.
Von Mechow, A. H.
Walke, N. S.
Watt, T., Jr.
Weber, M. A.
Werner, A. C.
Williams, R. H.
Wolbers, C. P.
Zuaro, A. [illegible].

NORTH CAROLINA

Allen, E. M., Jr.
Barrow, H. M.
Blackburn, R. R.
Blyth, C. S.
Cornwell, O. K.
Derr, P. H.
Dodson, N. T.
*Fetzer, R. A.
Jamerson, R. E.
Martinez, R. H.
Reeder, G. P.
Rolloff, B. D.
Scott, T.
Shepard, G. E.
Siewert, F. T.
Townes, R. E.
Walker, L. T.

NORTH DAKOTA

Lasch, H. A.
Marti, L. R.
Quaday, J. L.

OHIO

Ashbrook, W. P.
Ballenger, F.
Bennett, B. L.
Bibler, R. E.
Bos, R. R.
Butler, L. K.

OHIO (con't)

Cooper, S. M.
Erickson, C. E.
Ersing, W. F.
Fischer, J. A., Jr.
Fort, R.
Gadra, D. H.
*Gauthier, G. E.
Gordin, R. D.
Gordon, J. A.
Grice, J. W.
Hartman, P. E.
Hendrix, J. W.
Hess, L. A.
Hixon, C. G.
Hoover, W. R.
Kaplan, R.
Keefe, R. J.
Koval, M.
Kretchmar, R. T.
Landis, P. E.
Leighton, A. H.
Long, J. W.
Mackey, R. T.
Mason, J. G.
Matthews, D. O.
Maurer, H. E.
Mileham, M. C.
Moore, V. M.
Nelson, R. L.
Nessley, C. T.
Nettleton, J. D.
*Nicholas, J. H.
Oberteuffer, D.
Orloske, A. J.
Phillips, E. E., Jr.
Resick, M. C.
*Rider, G. L.
Sample, G.
Schnitzer, W. J.
Schwarbert, W. D.
Smith, J. L.
Tamer, M. Z.
Tidwell, B. D.
Trepp, J. P.
Wear, R. E.
Widdoes, C. C.
Yard, R. N.

OKLAHOMA

Eick, W. J.
Harrison, A. B.
Keen, P. B.
Kevin, J. J.
Parham, D. A.
Record, J. N.

OREGON

Brumbach, W. B.
Clarke, H. H.
Esslinger, A. A.
Koski, W. A.
Langton, C. V. N.
Livingston, R. C.
Peterson, A., Jr.
*Raabe, H. W.
Rhoda, W. P.
Sigerseth, P. O.
Sparks, L. J.
Sprague, V.
Stagg, P.
Williams, E. T.

PENNSYLVANIA

Barr, J. S.
*Bilheimer, C. E.
Conger, R. M.
Corbin, H. D.
Cottrell, E. B.
Fogg, S. P.
Gardner, R. N.
Glascott, J. A.
Gross, E. A.
Hansell, G. A.
Jack, H. K.
Klima, R. A.
Lawther, J. D.
*Luehring, F. W.
Oermann, K. C. H.
*Olson, C.
Oxendine, J. B.
Peterson, C. A.
Reese, R. W.
Rivero, M.
*Schott, C. P.
Sills, F. D.
Snowberger, C.
Stagg, A. A., Jr.
Stetson, W. J.
Sturzebecker, R. L.
Way, H. P.
Winters, A. R.

RHODE ISLAND

Hefferman, J. M.

SOUTH CAROLINA

Dellastatious, J. W.
Fourier, A. E.
Wilhelm, B. H.

SOUTH DAKOTA

Emmerich, J. C.
Ginn, R. A.
Robinson, G. E.
Sorge, R. W.
Youngworth, C. I.

TENNESSEE

Brady, G. F.
Capen, E. K.
Davis, O. J., Jr.
Overall, P. B.
Pangle, R. V.
Patty, E. K.
Scott, E. B., Jr.
Stokes, W. M.
Warren, N. L.

TEXAS

*Alderson, C. J.
Andrews, P. M.
Barlow, T. E.
Barr, A. R.
Billings, E. S.
Brace, D. K.
Brinley, E. D.
Brown, H. S.

TEXAS (con't)

Flory, C. M.
Hermance, C. L.
Hester, R. G.
Kireilis, R. W.
Landiss, C. W.
LeBar, J. A.
McCraw, L. W.
Messersmith, L. L.
Palmer, L. L.
Segrest, H. B.
Standifer, J.
Tishler, C. E.
Watson, J.
Weston, A.
*Whitaker, B. M.

UTAH

Hart, C. J.
Hartvigsen, M. J.
Hunsaker, H. B.
Nelson, D. O.

VERMONT

Christensen, C.
Post, A. T.

VIRGINIA

Bell, J.
Dyck, P. B.
Geiser, D. S.
Heidloff, R. C.
Lord, N. F.
Ludwig, L. T.
Neilson, H. N.
Slaughter, E. R.
Willis, H. L.

WEST VIRGINIA

Duncan, R. O.
Fox, J. D. F.
Holter, F. J.
Sheets, N. L.
Yost, C. P.

WASHINGTON

Cutler, R. K.
Dauer, V. P.
Galligan, G. E.
*House, H. H.
Romney, G.

WISCONSIN

Damron, C. F.
Hovland, A. J.
Larson, L. A.
Mansfield, A. W.
*Masley, A. L.
Rarick, G. L.
Wolf, J. G.

CANADA

Andrew, G. M.
Ashton, N. J.
Cameron, P. J.
Griffiths, M. G.
Hayes, D.
Insleay, A. D.
Kennedy, F. W.
McCutcheon, J. E.
Osborne, R. F.
Ryan, H. R.
Smith, W. D.
Van Vliet, M. L.
Yuhasz, M. S.

ENGLAND

Campbell, W. R.
Parry, N. A.

NEW ZEALAND

Smithells, P. A.

NIGERIA

Akioye, I. A.

PUERTO RICO

Furman, D. C.
Mangual, R. A.
Sambolin, L. F.
San Fiorenzo, N. R.
Torregrosa, F. M.

Constitution

COLLEGE PHYSICAL EDUCATION ASSOCIATION

ARTICLE I - NAME

Section 1 - The organization shall be known as the COLLEGE PHYSICAL EDUCATION ASSOCIATION FOR MEN.

ARTICLE II - OBJECTIVES

Section 1 - Objectives of the ASSOCIATION relate to the advancement of physical education in institutions of higher learning, including: the basic instructional program; intercollegiate athletics; intramural athletics; teacher education; and such other activities as may be assigned to a given college department. More specifically, the objectives are:

a. To improve the contributions of physical education and, where appropriate, the related fields of health education and recreation, to higher education.

b. To identify and define the major issues and problems confronting the profession, particularly those of higher education, and resolve them to the best possible ends.

c. To gather, analyze, interpret, and organize the research needed to resolve the major issues and problems facing the profession of physical education, especially those which are concerned with higher education.

d. To develop interdisciplinary relationships with kindred fields of knowledge for the light they may shed on the nature and values of physical education (e.g., anthropology, psychology, sociology, sports medicine, etc.).

e. To improve public relations through increasing public understanding of the nature and purposes of physical education in American and world life.

ARTICLE III - MEMBERSHIP

Section 1 - The ASSOCIATION shall consist of members as hereinafter provided.

ARTICLE IV - GOVERNMENT

Section 1 - The government of the ASSOCIATION shall be vested in an Executive Council, officers, committees, and members as hereinafter provided.

ARTICLE V - WESTERN DIVISION

Section 1 - The Western College Mens' Physical Education Society consisting of certain physical educators in the eleven western states shall be known as the Western Division of the College Physical Education Association.

ARTICLE VI - SECTIONS

Section 1 - The ASSOCIATION may establish sections within its organizational structure as hereinafter provided.

ARTICLE VII - MEETINGS

Section 1 - The ASSOCIATION shall conduct annual and special meetings as hereinafter provided.

ARTICLE VIII - AMENDMENTS

Section 1 - This Constitution may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of three-fourths (3/4) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment; no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as hereinafter provided.

BY-LAWS

ARTICLE I - MEMBERSHIP AND DUES

Section 1 - There shall be two (2) types of membership; active members and honorary life members. All members shall have equal voting privileges. Active members, only, shall pay dues -- as provided in Sections 2, 3, and 4 below.

Section 2 - Active members are men actively engaged in teaching or administering one or more components of college physical education, men with teaching experience pursuing graduate study, or men engaged or interested in allied fields.

a. The Membership Committee, as provided in Article IX, Section 4 shall review the qualifications of all applicants for active membership and report its findings to the Secretary-Treasurer. A satisfactory report by the Membership Committee shall empower the Secretary-Treasurer to carry the person on the membership roster, so long as he remains in good standing as provided in the following section.

Section 3 - Active membership dues shall be five dollars ($5.00) per fiscal year -- as provided in Article XI, Section 5 -- payable to the Secretary-Treasurer upon official notification by him. Members delinquent in their annual dues for a period of one (1) year shall be dropped from the rolls; reinstatement consists of paying the annual current dues.

Section 4 - Honorary Life membership may be conferred upon Active members or former Active members by a two-thirds (2/3) affirmative vote at a regular business meeting. Honorary life members shall enjoy all the rights and privileges of active members except the payment of dues.

ARTICLE II - EXECUTIVE COUNCIL

Section 1 - The Executive Council shall consist of the President, President-Elect, the immediate Past President, the Secretary-Treasurer, one (1) Member-at-Large, and all elected Section Chairmen as provided in Articles III, IV, and VI below. All members of the Executive Council shall have equal voting powers.

Section 2 - The Executive Council shall manage the general affairs of the ASSOCIATION, except as hereinafter specified. These general affairs shall consist of: (a) fulfilling directives given to it by the membership at the annual business meeting, or by mail vote; (b) presenting matters of policy to the membership at the annual business meeting, or by mail vote, for adoption or ratification; (c) acting for the ASSOCIATION between annual meetings; and (d) maintaining an active professional program through the year.

ARTICLE III - OFFICERS AND DUTIES

Section 1 - Officers of the ASSOCIATION shall consist of the President, President-Elect, and Secretary-Treasurer.

Section 2 - The President shall preside at all ASSOCIATION and Executive Council meetings, and appoint all committees as prescribed in Article IX. He shall call and make appropriate arrangements for the place and conduct of all meetings of the ASSOCIATION and Executive Council as provided in Article VII. He shall supervise the program planning for all ASSOCIATION meetings as provided in Section 3 below. He shall provide for an annual audit of the Secretary-Treasurer's accounts as provided in Section 4 below. He shall serve as an ex-officio member of all committees as provided in Article IX.

Section 3 - The President-Elect shall, during the absence of the President, perform all duties of the President and, if the office of the President becomes vacant, the President-Elect shall succeed to the presidency for the unexpired term. The President-Elect shall succeed to the presidency at the normal expiration of the President's term of office as provided in Article IV. The President-Elect shall plan the ASSOCIATION program for its regular annual meeting, under the supervision of the President as stipulated in Section 2 above.

Section 4 - The Secretary-Treasurer shall perform all duties usually incumbent upon these offices, edit and cause to be published the Proceedings of the annual meeting and other publications, in accordance with Article X, collect dues, pay ASSOCIATION bills on approval by the President, assume general charge of all monies belonging to the ASSOCIATION, render a financial account to members at the annual business meeting, and conduct mail voting procedures as authorized by the President. The Secretary-Treasurer shall be bonded by the ASSOCIATION to the sum of five thousand dollars ($5,000.00) per annum. He shall receive the sum of three hundred dollars ($300.00) per year for clerical and other services, if funds permit as determined by the Executive Council.

ARTICLE IV - ELECTION OF OFFICERS AND THE COUNCIL MEMBER-AT-LARGE

Section 1 - Officers and the Council Member-at-Large shall be elected by the membership at the annual business meeting. A Nominating Committee, consisting of three members, shall be appointed by the President at least three (3) months preceding the annual business meeting at which officers and the Council Member-at-Large are to be elected. The Nominating Committee shall prepare a slate of at least three (3) names for the office of President-Elect and Council Member-at-Large. If the Nominating Committee desires it may submit only the name of the incumbent Secretary-Treasurer for re-election. Additional nominations may be made from the floor at the annual business meeting. A majority vote, with a quorum present, shall be required for election: if no candidate receives a majority on the first ballot, the two candidates receiving the highest number of votes shall then be voted upon. Elections shall be by secret ballot.

Section 2 - Officers and the Council Member-at-Large shall be elected for one (1) year, extending from the close of the annual meeting at which they are elected to the close of the next annual meeting at which their successors are elected. If, for some unusual reason a quorum be not present at the election of officers -- as provided in Article VIII, Section 1 -- the incumbent officer and Council Member-at-Large shall remain in their respective positions for the ensuing year.

Section 3 - The President, President-Elect, and Council Member-at-Large shall not immediately succeed themselves in the same office, except as specified in Section 2 above. The Secretary-Treasurer may be re-elected from year to year at the pleasure of the membership.

Section 4 - Vacancies, except as provided in Article III, Section 3, shall be filled by the Executive Council pending the regular election.

ARTICLE V - WESTERN DIVISION

Section 1 - The Western Division will be represented on the Executive Council only as its members might be elected to it (Executive Council) in the regular course of events as College Physical Education Association members.

Section 2 - The Western Division shall have one session at the College Physical Education Association meeting whenever it is held in any of the eleven western states, in place of their regular annual meeting, and the president of the Western Division shall be responsible to the president-elect of the College Physical Education Association for this program just as any section chairman is responsible to him for his program.

Section 3 - The purposes of the Western Division shall be consistent with the purposes of the College Physical Education Association as stipulated in Article II of its constitution.

ARTICLE VI - SECTIONS

Section 1 - The ASSOCIATION may establish within its organizational structure to promote the activities of professional interest groups. Examples are: basic instructional programs; intramural athletics; teacher education; intercollegiate athletics; research; history of sport; and others.

Section 2 - The membership may authorize the establishment of any given section at a regular business meeting by a majority vote upon written application by twenty-five (25) current members stating the purpose and function of the proposed section and upon recommendation by the Executive Council -- provided a quorum takes action as prescribed in Article VIII.

Section 3 - Each section shall elect its own officers consisting of a Chairman, Chairman Elect, and Secretary at the annual section meeting. A Nominating Committee consisting of three (3) section members shall be appointed by the Chairman at least three months preceding the annual section meeting at which the section officers will be elected. The Nominating Committee shall prepare a slate of two (2) names for each office. Additional nominations may be made from the floor. A majority vote shall be required for election. If there are more than two (2) candidates and no candidate receives a majority on the first ballot, the two candidates receiving the highest number of votes shall then be voted upon. Elections shall be by secret ballot.

Section 4 - Section officers shall be elected for one year, extending from the close of the meeting at which they were elected to the close of the next annual meeting at which their successors are elected. Section officers shall not immediately succeed themselves in the same office.

Section 5 - The Chairman shall preside at all section meetings which shall be open to the entire ASSOCIATION membership. He shall supervise the program planning for all section meetings held during the annual meetings of the ASSOCIATION. He shall also be responsible for pursuing professional activities throughout the year which are pertinent to the interests of the section. He shall be responsible for the conduct of section activities in a manner consistent with the intent and stated provision of the ASSOCIATION'S Constitution and By-Laws. By virtue of his office as Section Chairman, he shall serve as a member of the Executive Council of the ASSOCIATION.

Section 6 - The Chairman-Elect, during the absence of the Chairman, shall perform all the duties of the Chairman, and, if the office of the Chairman becomes vacant, the Chairman-Elect shall succeed to the chairmanship for the unexpired term. The Chairman-Elect shall succeed to the Chairmanship at the normal expiration of the Chairman's term of office. The Chairman-Elect shall plan the section program for its regular annual meetings under the supervision of the Chairman as stipulated in Section 5 above.

Section 7 - The Secretary shall keep minutes of all business transactions at section meetings. These minutes shall be passed along to each succeeding Secretary, in order that the continuity of section activity may be maintained. He shall be responsible for forwarding all papers and reports given at section meetings to the Secretary-Treasurer of the ASSOCIATION for consideration for publication in the PROCEEDINGS.

Section 8 - The ASSOCIATION may abolish a given section at a regular business meeting by a two-thirds (2/3) majority vote provided a quorum takes action as prescribed in Article VIII.

ARTICLE VII - MEETINGS

Section 1 - The ASSOCIATION and its Executive Council shall each hold at least one annual meeting at the time and place designated by the Executive Council.

Section 2 - Special meetings of the ASSOCIATION and/or the Executive Council may be called by the President upon authorization by the Executive Council.

ARTICLE VIII - QUORUM

Section 1 - A quorum to conduct ASSOCIATION business at its regular annual meeting, or by mail vote, shall consist of not less than fifteen per cent (15%) of the current membership. No mail vote shall be valid after thirty (30) days from the date upon which the question was mailed by the Secretary-Treasurer to the members for action.

Section 2 - A quorum of the Executive Council shall consist of at least three-fifths (3/5) of the members, including the President, or the President-Elect duly authorized by the President to act for him.

ARTICLE IX - COMMITTEES

Section 1 - Committees shall be designated as President's Committees, Continuing Committees, Standing Committees, and Joint Committees.

Section 2 - President's Committee shall be appointed by the President and expire with his term of office.

Section 3 - Continuing Committees shall be authorized by the membership at regular business meeting, or by mail vote. Continuing Committee members shall be appointed by the President and approved by the Executive Council. A continuing Committee is one whose assignment extends beyond the term of office for which the President is elected, but which deals with a specific project or problem of terminal nature. Such committees shall continue until discharged by official action of the membership at a regular business meeting, or by mail vote.

Section 4 - Standing Committees shall be authorized by the membership at a regular business meeting, or by mail vote. Standing Committee members shall be appointed by the President and approved by the Executive Council. A Standing Committee is one assigned a given task which, of necessity, extends indefinitely. Such committees shall follow the policy of rotating membership and number of members as determined by the Executive Council, with no person appointed for a period to exceed three (3) consecutive years. Standing Committees presently authorized by the ASSOCIATION are: Constitution; Finance; Foreign Relations; Historical Records; Membership; Necrology; Resolution; Nominations; Convention Program; Policies; and Public Relations.

Section 5 - Joint Committees shall be authorized by the Executive Council and appointed by the President. A Joint Committee is one that deals with a specific project or problem in cooperative relationships with one or more other associations or organizations.

Section 6 - Each Continuing Committee and Standing Committee shall prepare an operating code which is to be approved by the Executive Council.

Section 7 - All committees shall report at each annual meeting as determined by the Executive Council.

ARTICLE X - PUBLICATIONS

Section 1 - The official publication of the ASSOCIATION is the Proceedings which contains a record of activities carried on throughout the year, culminating in the annual meeting.

Section 2 - The Secretary-Treasurer shall be responsible for editing and publishing the Proceedings as soon as possible after each annual meeting, and for the distribution of free copies to all members in good standing.

Section 3 - The Secretary-Treasurer shall arrange for the publication and distribution of such other materials as the Executive Council may direct.

ARTICLE XI - FINANCE

Section 1 - Monies obtained by the ASSOCIATION shall be allocated to the: (a) operating budget; or (b) permanent fund.

Section 2 - The operating budget shall contain those funds deemed necessary by the Executive Council to carry on the work of the ASSOCIATION throughout the fiscal year, including the annual meeting.

Section 3 - The permanent fund represents those monies that accumulate from time to time in excess of the operating budget. The Secretary-Treasurer shall invest these sums upon recommendation by the Finance Committee (as defined in the following Section) and as approved by the Executive Council.

Section 4 - A standing committee, known as the Finance Committee and conducting its affairs under the direction of the Executive Council, shall: (a) prepare annually the operating budget; and (b) make recommendations to the Executive Council on the investment of surplus funds.

Section 5 - The fiscal year shall extend from December 1, to November 30.

ARTICLE XII - RULES OF ORDER

Section 1 - Except as otherwise specified in this Constitution and By-Laws, Robert's Rules of Order shall govern all parliamentary procedure of the ASSOCIATION.

Section 2 - The President shall appoint a qualified parliamentarian to serve at all official meetings of the ASSOCIATION and Executive Council.

ARTICLE XIII - AMENDMENTS

Section 1 - These By-Laws may be amended at any regular or special meeting of the ASSOCIATION, or by mail vote. A favorable vote of two-thirds (2/3) of the members present at a regular or special business meeting, or a majority of the current membership by mail vote, shall be required for amendment: no mail vote shall be valid beyond thirty (30) days after official notification. In either case (regular or special meeting) a quorum must take action as provided in Article VIII.

MEMBERSHIP INFORMATION

1. Membership dues ($5.00) are payable to the College Physical Education Association (not the Secretary-Treasurer). Send payments to M. M. Mackenzie, Teachers College, Columbia University, New York 27, New York.
2. College and university drafts, covering payment for an individual's membership, should clearly indicate the name of the person for whom dues payment should be credited.
3. Dues entitle persons to voting privileges in the Association and to a copy of the Proceedings, published in the spring of each year.

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1954 -- 57th Annual Proceedings	$2.00
1955 -- 58th Annual Proceedings	out of print
1956 -- 59th Annual Proceedings	out of print
1957 -- 60th Annual Proceedings	out of print
1958 -- 61st Annual Proceedings	out of print
1959 -- 62nd Annual Proceedings	$2.00
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